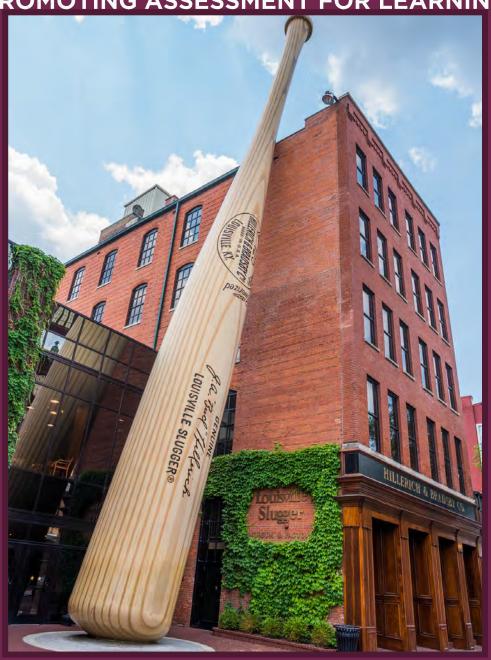# Association for the Assessment of Learning in Higher Education

AALHE

PROMOTING ASSESSMENT FOR LEARNING

2017 ANNUAL CONFERENCE

Louisville, KY
June 12—14

JUNE 11 • SUNDAY

1:00pm – 4:30pm	**R Registration Desk**	Hyatt Regency 2nd Floor

Moderators: Leah Simpson

All pre-registered conference attendees must pick up their AALHE credentials prior to attending any conference activities. Those who did not register in advance, can do so onsite.

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AALHE 2017 Annual Conference

JUNE 12 • MONDAY

8:00am – 6:00pm	**R Registration Desk**	Hyatt Regency 2nd Floor

Moderators: Leah Simpson

All pre-registered conference attendees must pick up their AALHE credentials prior to attending any conference activities. Those who did not register in advance, can do so onsite.

9:00am – 12:00pm	**F Assessment and More: Rubrics as Tools for Faculty Engagement and Improving Assignments**	Hialeah

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

Increasingly, faculty and staff turn to rubrics for assessing student learning, but how do they know if these rubrics accomplish their goals? This workshop will provide an opportunity for participants to walk through a rubric development journey: development, refinement, and application of a reliable assessment tool, including adaptation of a rubric for specific purposes. This workshop will demonstrate how the rubric development process engages faculty/staff in assessment and promotes an understanding of rubrics as tools for improving assignments, instruction and curricula. Through hands-on and interactive exercises, participants will discuss benefits and challenges of developing a rubric, methods to improve reliability and validity, and ways to modify an existing rubric to fit their specific needs. Participants are invited to submit in advance of the workshop examples of assignments that address critical thinking skills, for possible use as examples during the workshop.

9:00am – 12:00pm	**F Beyond the Basics: What (would-be) Assessment Leaders Need to Know**	Seneca/Iroquois

Speakers: Jean Downs, Joan Hawthorne, Catherine Wehlburg

"Beyond the Basics" is designed to help participants develop the skills and knowledge that will enable them to work productively in positions that include some responsibility for leadership in assessment. This is not designed for those new to the assessment field, but rather those who have been involved in assessment and want to work toward leadership positions in the field. Such positions can be programmatic or institutional, and can range from serving on a committee charged with assessment oversight to spearheading assessment activities for a program or entire institution. Attendees will practice standard assessment techniques like curriculum mapping, assessment reviews, and designing effective assessment strategies, but they will move beyond "how-to-do" such activities into consideration of WHY such an activity or strategy might be useful in a particular situation. The focus is on developing skills that can enable collegial partnerships to support assessment aimed at improving student learning.

9:00am – 12:00pm	**F Implementing Curriculum Review: From Designing the Process to Using the Findings**	Oaks

Speakers: Jane Marie Souza

Periodic curriculum review is essential to maintaining a quality educational program. While faculty and administrators may clearly agree with that, implementation of the review process may be much less evident. Questions abound: How do we schedule the review? How long should it take? How are duties assigned? How do we manage the process? What should we look at when reviewing individual courses? What evidence do we use to support our conclusions? And perhaps most importantly: How do we plan for use of our findings? The answers to these and other common questions will be explored in this pre-conference workshop. Participants in the workshop will be provided handouts including a set of possible research questions, a sample evidence bank, and tools to align course-level assessments. They will then be tasked with using the tools to outline a process to fit their unique educational settings.

9:00am – 4:00pm	**F Assessment Fundamentals: Optimizing Teaching and Learning Through Learning Outcomes Assessment**	

Speakers: Teresa Flateby, George G. Klemic, Monica Stitt-Bergh   Shawnee/Cherokee

Do you want to build a foundation to use assessment to optimize student learning or evolve academic programs? Have you been asked to participate in assessing student learning outcomes (SLO) in your department and you have no idea what to do? Have you have been assessing SLOs under the direction of others, who are now rotating out of the assessment mix, leaving you to teach others about assessment?

This is the workshop for you.

We will increase your assessment comfort level and knowledge through discussion and activities designed to do the following: identify the purpose(s) of SLO assessment; explain types of assessment; present a typical assessment cycle to highlight the connection between teaching and learning; craft SLO statements; design and use a curriculum map; visit types of direct and indirect evidence of learning; introduce types of tools for assessment; interpret results and identify possible actions to improve
teaching and learning.

9:00am – 4:00pm	**F Designing, Aligning, and Measuring your Campus-Wide Assessment System**	Derby

Speakers: Karen Hicks

For successful implementation of our student success initiatives, we must have an understanding of an organization's anatomy and how our assessment work fits within this anatomy. The importance of developing our ability to 'synthesize' issues and elements throughout the organization cannot be overstated. Analysis of the issues is important, but not sufficient. We must not only look at "performance problems" in detail, but we must also look for how those problems relate to the system structure, culture, conditions, consequences to fully understand how the College assessment system is performing and to select appropriately aligned student success interventions. This workshop will provide participants with a systemic and practical framework for designing, aligning, and measuring a campus-wide assessment system that is aimed at student impact, facilitates a collaborative approach to assessment design and implementation, and generates ongoing feedback about how close (or far) we are from our College-wide assessment system goals.

| 9:00am – 4:00pm | **F More than Results: An Advanced Workshop Integrating Assessment with Learning Improvement** | Churchill Downs |

Speakers: Keston Fulcher, Megan Rodgers Good

Use of Results for Improvement is cited frequently as a major purpose for assessment. Unfortunately, most institutions struggle to connect the results of assessment with student learning improvement. This workshop is designed to clarify improvement and how to achieve it. Attendees will work through the logistics of an example learning improvement initiative and then consider how to adapt the model at their home institutions. In 2015 CHEA recognized this effort through its Award for Outstanding Institutional Practice in Student Learning Outcomes.

| 1:00pm – 4:00pm | **F Effective Data Use: Ask the Right Questions, Get the Right Answers** | Oaks |

Speakers: Ross Markle, Javarro Russell, Kristen Smith

Seemingly every institution is interested in using data to improve student learning and student success. Gathering data for these purposes allows institutions to explore and perhaps demonstrate the effectiveness of their educational programs, activities, and support systems in fostering student learning, and ultimately increasing student success. While institutions generally have plenty of data sources, there are often challenges to turning those data into information, and that information into action. During this session, we will demonstrate the common and important questions that institutions are asking about student success and student learning. We will explore various data requirements and methodologies for answering such questions. Lastly, we will work through the articulation of the relationship between student learning and student success. Attendees can hope to gain a toolbox of skills for using their data to explore, inform, and improve student learning and success within their institutions. Attendees are encouraged to bring a computer and data sources to use as reference throughout the workshop.

| 1:00pm – 4:00pm | **F Evidence-Based Learning Outcomes: Transparent and Developmental Students Assessment through Core Competencies** | Seneca/Iroquois |

Speakers: Jason Cooper, Julie Turner

To define explicit expectations of complex learning and to motivate student achievement, our faculty developed Core Competencies centering on four domains: knowledge, research, communications, and ethical/professional practice. The competencies form an annual, formative review of student progress toward expected learning outcomes. Our experience with this powerful tool demonstrates that diverse disciplines and levels of students benefit from competencies customized to their programs. In this workshop, participants will assemble developmental competencies specific to their training program(s). Effective assessment will be a focus of the workshop, resulting in preliminary rubrics for each participant. Attendees who desire student achievement metrics in all types of applied, performance, or professional programs will apply our findings directly, and other attendees with program goals that include professional behaviors, higher-order skills, and research-based projects will find this workshop exciting and instructive. Additional benefits include application to student progression, program successes (or failures), and continuous improvement.

| 1:00pm – 4:00pm | **F Meta-Assessment: Evaluating and Improving the Quality of Academic Program Assessment** | Hialeah |

Speakers: Allison Ames, Nicholas Curtis, Tom Waterbury

Assessment is increasingly practiced in higher education (Ewell, 2009, Kuh, 2009; Hart Research Associates, 2016). Less common, however, are high expectations for the quality of assessment work. By quality, we mean assessment that answers important questions, produces results that are trustworthy, and leads to logical interventions to improve programs. It follows that low quality assessment impedes interpretation and the ability to use results. From this perspective, James Madison University developed a meta-assessment process to evaluate program-level assessment reports and provide specific feedback to academic programs. These reports are evaluated on a rubric consisting of 14 elements, each scored using a 4-point, behaviorally anchored scale. There is extensive reliability and validity evidence to support the inferences made from this process. Participants will be introduced to this rubric, which is perhaps the most comprehensive in higher education, and will learn to apply these skills to assessment reports at their own institutions.

| 5:00pm – 6:15pm | **P Assessment for the New Learning Ecosystem: Innovation, Integration and Integrity** | Ballroom |

Speakers: Randy Bass

Assessment in higher education has been going on for a very long time, and yet we're seeing changes in higher education that don't always come from assessment efforts. These changes often come from pressures from informal

learning within the co-curriculum, different experiential learning expectations of our students, our participatory culture, and even our legislators. Where does assessment fit in to this landscape of change? How can assessment processes and evidence of student learning inform and push for high quality changes in our current (and future) colleges and universities? Challenged by costs, shifts in perception of higher education from a public to a private good, and years of talk that higher education can be unbundled, universities have to rethink how we engage students in designing their own education, help them connect theory to practice and prepare for a world of uncertainty. This is a critical, if not urgent, time for universities to rethink how assessment can drive the renewal and intensification of the greater purposes of higher education.

6:15pm – 8:00pm	**S Assessment All-Stars Reception**	Kentucky & Park Suites

Join us in the Kentucky and Park Suites (2nd floor) for a reception hosted by Taskstream|Tk20. Light hors d'oeuvre and drinks will be served. A free drink ticket was provided upon registration.

7:15pm – 8:45pm	**N Social Networking Dinners**	TBA

AALHE 2017 Annual Conference

E Emerging questions/Promising practice   I Invited Panel   M Models of learning assessment in higher ed   N Networking
R Registration Desk   H Research on learning assessment   S Special Event   O Sponsor Session

JUNE 13 • TUESDAY

7:00am – 7:30am	**S AALHE Annual Business Meeting**	Oaks
	You are invited to attend the AALHE Annual Business Meeting.	

7:00am – 5:00pm	**R Registration Desk**	Hyatt Regency 2nd Floor
	Moderators: Leah Simpson	
	All pre-registered conference attendees must pick up their AALHE credentials prior to attending any conference activities. Those who did not register in advance, can do so onsite.	

7:30am – 8:30am	**S Conference Kick-Off**	Ballroom
	Join fellow conference attendees for a welcome by AALHE President Catherine Wehlburg and the big reveal of two Wikipedia pages by AALHE's External Relations Committee (ERC) and AALHE members! Get to know other conference attendees during a guided table discussion of these Wikipedia pages. Provide feedback and comments to the ERC. Follow-up by learning how to be a Wikipedia editor at a later conference session. Continental breakfast provided.	

8:30am – 9:30am	**E Assessment Helps Tell the Story: The Impact of Course Redesign on Gateway and Critical Path Courses	Poster Session**	
		Ballroom
	Speakers: Traci Temple	
	DELTA at NC State University provides financial and staff resources for faculty involved in redesigning large courses. We primarily seek to help faculty and staff achieve the redesign of large gateway courses and improve access to critical path courses that serve as foundation studies for students to successfully transition to more advanced study. Assessment plays an important role in measuring student success as a result of course redesign and compared to the traditional lecture method. This poster will provide an overview of DELTA's findings (data and our interpretations) that indicate the redesign of specific STEM courses (Statistics, Engineering, Chemistry, Physics) is helping improve attrition rates; increasing access to critical path courses; helping students successfully transition to more advanced study; addressing the need to cope with increasing enrollment demands; and investigating the use of technology to achieve more efficient instructional methods.	

8:30am – 9:30am	**E Mindful Assessment: Strategies and Potential	Poster Session**	Ballroom
	Speakers: Alison Witherspoon	
	This poster presentation addresses common challenges faced in higher education assessment and recommends integrating mindfulness practices into assessment as a novel approach to engaging faculty, increasing usefulness of results, and enhancing meaningful participation. Information and implementation strategies apply to a wide range of settings and will be useful for faculty and administrators.	

8:30am – 9:30am	**E Pathways to General Education Assessment: Virgina Tech's Approach	Poster Session**	Ballroom
	Speakers: Andre Foisy	
	This poster session will present the assessment plan for the new general education curriculum at Virginia Tech. In April 2015, the Virginia Tech University Council approved a new general education curriculum to be adopted in Fall 2018. This curriculum, Pathways to General Education, incorporates core and integrated learning outcomes. The poster will consist of the following components: a logic model; a visual of the communications plan for the assessment process; learning outcomes for the program; and an example of a data visualization of how assessment data for the curriculum will be shared.	
	The presenter will be prepared with a concise elevator pitch about the presentation and with questions to ask participants about their own experiences with general education assessment. Participants will be invited to share their own experiences with general education assessment and encouraged to reflect on their own institutional practices to assess general education.	

8:30am – 9:30am	**E Scaling Up: The Role of Disciplinary Organizations in Improving Student Learning	Poster Session**	Ballroom
	Speakers: Nancy Quam-Wickham	
	The purpose of this poster is to highlight the many ways in which a major professional association in a Liberal Arts discipline (History) and its members have worked to increase faculty participation in improving teaching and learning. The focus is on how members of the organization have helped to encourage engagement with meaningful assessment of learning outcomes as well as worked to scale up these activities through local and nationwide activities. Participants will interact with the poster (and presenter) to learn about the important role that professional organizations can play in fostering greater faculty engagement in assessment. This poster and discussion will provide a model through which higher education assessment officials may learn about parallel learning and assessment	

activities of faculty within their disciplines and how to leverage those activities to advance assessment on individual campuses.

8:30am – 9:30am	**M A Little Bit of Both: Effective Qualitative and Quantitative Methods for Assessing Student Learning in General Education Programs	Poster Session**

Ballroom

Speakers: Jenna Caparoso

The purpose of this presentation is to introduce a mixed methods approach to assessing student learning in a general education program at a large research institution. The presenter will provide a brief overview of the assessment study's design (a longitudinal, cohort model), describe the various qualitative and quantitative data collection tools used, share insights and challenges to using mixed methods, and engage audience members in discussions involving their personal experiences and interests in applying mixed method approaches to higher education assessment. Attendees will leave with a better understanding of the importance of and challenges to general education assessment; be able to identify various qualitative and quantitative data collection tools that can be used in learning assessment; and hopefully develop/share ideas for using mixed methods within their own programs and institutions.

8:30am – 9:30am   **M Co-curriculum to foster students' personal and professional development using changes in accreditation standards and assessment data to drive evolution, not revolution | Poster Session**

Ballroom

Speakers: Laura Mandos, Diane Morel

The 2016 Standards for pharmacy program specialty accreditation emphasize the importance of assessment strategies not only for curricular continuous quality improvement, but also for a deliberate and purposeful co-curriculum to foster personal and professional development in student pharmacists. Our challenge was to shift the focus of an established co-curricular program called StEPP (Student Excellence in Professional Preparation), from a near peer mentoring program of pre-professional undergraduates in a direct entry pharmacy program by competetively selected upperclass student pharmacists in the professional phase of the professional doctorate program, to a fully inclusive, professional phase co-curricular program, without losing the strides made by near peer mentoring. The focus of the presentation is on assessment data from the former near peer mentoring model and how it was used to evolve, and initial assessment data from a more comprehensive co-curricular StEPP program.

8:30am – 9:30am   **M Periodic low stakes extrinsic assessment for confidence building in a hybrid competency-driven professional curriculum | Poster Session**

Ballroom

Speakers: Amy McLaughlin, Diane Morel, Cathy Poon, Jennifer Reinhold, Marvin Schulte

The first of its kind competency-driven PharmD program, at the first college of pharmacy, the Philadelphia College of Pharmacy, is committed to enabling each student pharmacist to develop, demonstrate, and build on foundational knowledge, skills, attitudes and behaviors in an integrated manner, with an upwardly spiraling complexity, until they are practice-ready. Courses are delivered as modules of differing length, so students focus on just one or two courses at a time, rather than juggling four or five. A key feature of this hybrid model is periodic extrinsic assessments of integrated competency that are Interspersed with didactic and experiential modules. These assessments, by design at least initially, are low stakes, intended to empower students to monitor their individual progress in professional development and for the program curriculum effectiveness. This presentation elaborates a novel curricular hybrid and its key assessment strategy to empower self-directed student learning simultaneously with timely programmatic effectiveness feedback.

8:30am – 9:30am   **H Assessing the Needs of a University LGBT Resource Center: Best Practices and Strategies**

Ballroom

Speakers: Kevin Kidder, Sondra LoRe

The purpose of our evaluation was to determine opportunities to better serve the needs of the students, faculty, and staff that utilize a LGBT resource center at a large, public university located in the southeast. Historically, the LGBT population has been difficult to collect data from in higher education settings (Renn, 2010). This evaluation utilized snowball sampling and focus group interviews to address those concerns. Evaluation design was paramount to, and carefully constructed for, the success of this evaluation, due to the challenges of collecting data from the LGBT population. Presenters will discuss the importance of evaluation design and helpful strategies for collecting data as it relates to the LGBT population. Additionally, presenters will discuss specific findings from the needs assessment that included: (a) increased access for students with disabilities; (b) improved outreach to engage a wider audience including faculty and international students, and (c) continued student input into operations.

8:30am – 9:30am   **H Carefully crafted communities: Designing and leading a Faculty Learning Community (FLC) for evaluation and assessment**

Ballroom

Speakers: Kevin Kidder, Sondra LoRe

Faculty Learning Communities (FLCs) are playing an increasing role in academic institutions as a way for faculty to collaborate and improve instructional strategies to increase student engagement and course outcomes (Cox, 2004). But how does one begin to design, implement, and lead a FLC in higher education? How can a sense of urgency be created to encourage participation from faculty members and to improve pedagogies and instructional techniques? In what ways can FLCs provide meaningful data for assessment and evaluation? Attendees to this session will leave with practical examples of successful mixed-method approaches to program evaluation using a FLC approach.

| 8:30am – 9:30am | **H** **Integrating ePortfolios into the Curriculum for Program Assessment and Student Success | Poster Session** | Ballroom |

Speakers: H. Gregory Wilson

I plan to provide the audience with information about how to introduce ePortfolios through course assignments in order to maximize student engagement in data collection efforts. As a teacher as well an assessor, I want the collection of student work to be useful to students as well as to our program, so the specific assignments introduced into our courses try not only to engage student interest in collecting their best work for each of our program outcomes, but also make it easy for the assessors to look at and compare student data once collected. Participants should come away with some first steps to introducing ePortfolio technology into their programs and into specific courses through assignments.

| 8:30am – 9:30am | **H** **Keeping it Real: The real-world tale of two students in an experimental PhD program with authentic assessment | Poster Session** | Ballroom |

Speakers: Kevin Kidder, Sondra LoRe

In this session, participants experience the reflections of two PhD candidates, one who returned to school after nearly 20 years in the workforce and one student who is transitioning directly from an undergraduate degree into a combined masters and PhD path. Their program of choice, Evaluation, Statistics, and Measurement PhD program at the University of Tennessee Knoxville, focuses on an experiential curriculum design with the goal of immersing students in real world application of skills (Kolb & Kolb 2005) to promote purposeful engagement in evaluations and confidence in their professional abilities. Hear how your PhD program can be turned into a meaningful and engaging experience for students of all ages and work experience. Enhance your department and promote your university by learning experiential program design techniques that will encourage applicants and stimulate students.

| 8:30am – 9:30am | **H** **Wait, It's Not 'Rate My Professor?': College Students Knowledge and Perceptions of End of Course Evaluations | Poster Session** | Ballroom |

Speakers: Jennifer Ann Morrow, Sarah Nadel, Lizzy Taylor

At many institutions of higher education end of Course evaluations (EOCs) are used to gain feedback on an instructor's teaching effectiveness. However, a majority of students lack understanding of what the EOC is or its purpose. The current project was employed to identify students' knowledge and attitudes regarding EOC assessments. Results indicated that over 70% of students complete each of their EOCs each semester. Additionally, a majority of students believed they were qualified to rate their instructors while also stating that more open-ended questions should be asked to evaluation their instructors. This poster will focus on results of this research and how it shaped the development of a new institution-wide EOC evaluation system. Participants will be able to interact with the presenters to ask questions and identify various ways to identify student knowledge and perceptions of EOC assessments within their institutions.

| 9:45am – 10:45am | **E** **Assessment: Classic and Innovative Approaches** | Shawnee/Cherokee |

Speakers: Marion Ben-Jacob

This session will explore the goals of assessment for today and for the future, addressing different categorizations of assessment. It will approach each category of assessment from the perspective of its objectives. It will then proceed to examine why the popular forms of educational assessment are lacking for the preparation of our students to become independent thinkers and successful lifelong learners. A suggested strategy to ameliorate the situation will be presented. After the presentation, an interactive discussion with the participants will take place so ideas and opinions can be shared.

| 9:45am – 10:45am | **E** **Connecting and Communicating Assessment Cycles across the Organization: Operationalizing Assessment with the Project Management Application Asana** | Seneca/Iroquois |

Speakers: Myrah Stockdale

This presentation addresses the common issue of operationalizing and communicating the assessment cycle in such a way that administrators, faculty, and staff can easily engage with it. The presenter will demonstrate through real examples how to use the innovative project management application Asana to setup, manage, and monitor complex assessment projects. Asana allows its users to create, organize, and distribute assessment project information and deadlines intuitively. Furthermore, this presentation will look at diverse strategies for communication of tasks, timelines, and deadlines with various stakeholders such as administrators, faculty, and staff. This presentation will include the use of the visualization add-in InstaGantt, which creates Gantt charts from Asana projects. Participants are encouraged to bring their laptop, tablet, or smart phone and begin to engage and familiarize themselves with Asana in a low-stakes environment.

| 9:45am – 10:45am | **E** **Enhancing the Value of Assessment: Developing and Fostering Affective Outcomes** | Regency South A |

Speakers: Teresa Flateby, Delena Gatch

Promoting the value of assessment as internally-driven, rather than externally-mandated or administratively-initiated, can be challenging. This session will explore strategies developed to 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 Office's assessment planning and reporting 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. The evolution of our comprehensive and coordinated assessment process as well as tools designed to engage all programs in the assessment cycle for improvement purposes will be shared. Participants will be guided through the process of writing an outcome to address the value of assessment, planning implementation strategies to foster this new outcome, and exploring potential measurement tools to analyze progress toward achieving this value outcome. An encore of this session will be presented on Wednesday at 2:45 PM in Shawnee/Cherokee.

| 9:45am – 10:45am | **E Exploring the Scope and Work of Assessment Committees: Roundtable Discussion** | Ballroom |

Speakers: Kelly McMichael

As institutions increase in their complexity and broaden their scope of assessing accountable units, the task of working with all relevant assessment coordinators is a tremendous responsibility that ought to be shared with a number of capable people. Creating or building an assessment committee is an essential effort that can assist assessment coordination in a number of ways. Such a group should be to help all entities within the university understand the importance and logistics of the assessment process.

This discussion session will explore the roles, the people and the questions surrounding the formation and challenges of such a committee. This will enable session participants to look at the possibilities of creating or developing such a committee. Designed for those new to assessment or those who have experience working with others in the process, advance online examples of other committees will be made available so as to spur broader discussion.

| 9:45am – 10:45am | **E How modes of practice revolutionize learning and its assessment** | Gulfstream |

Speakers: David Dirlam

Current concepts of learning fail to reliably discriminate outcomes, competencies, and objectives or to establish a methodology to enrich that discrimination.
Audience discussion will distinguish:
â€¢ Research methods for cells, species and ecosystems.
â€¢ Research methods for outcomes, objectives, and competencies.
â€¢ Problems with communicating to faculty what to do with outcomes, objectives, and competencies.
â€¢ How their roles would change if their terminology, theory, and research methods resembled biology's clarity.
The presentation rigorously defines modes of practice, describes their use in developmental interviews, and distinguishes practices from commitments. Then, the audience discusses what people need to get started using modes of practice.
The session ends with a discussion of future uses of the mode of practice concept for collaboration, course design, cultures of learning and teaching, research on the nested hierarchy of practice, and the organization of knowledge into praxomes of science, design, and interpretation.

| 9:45am – 10:45am | **E The Everyday Value Model for Student Learning Assessment** | Derby |

Speakers: Justin Blessinger, Jay Kahl, Chris Olson

This session will detail how Dakota State University launched a pilot to collect student learning assessment data and not break the bank. This locally-developed system (leveraging Word, Excel, SQL Server, and VisualStudio) allows faculty members to submit data at their convenience; aligning data collection with routine grading done by faculty members. The institution started with General Education outcomes in mind, and it is slowly growing into majors and cross-discipline collaborations as well. Attendees should expect a brief overview of how the institution approached this transition, but the majority of the session will be focused on how attendees could launch something similar at their respective campus. Dakota State University is interested in making sure that scoring of student learning artifacts occurs in a way that is unobtrusive to faculty members, and, can assist in program review processes. Coupling these together should create meaningful dialogue about what matters when assessing student learning.

| 9:45am – 10:45am | **M Aligning Institutional Assessment Processes with Authentic Faculty Experiences** | Churchill Downs |

Speakers: Chris Urban

One of the key hurdles in building an assessment culture is the idea that assessment is something separate and extra that faculty have to do on top of already demanding workloads. Designing institutional processes so that they fully integrate into the day-to-day experiences of faculty is crucial to overcoming this hurdle. In this session, participants will learn strategies and technologies K-State has used to make institutional assessment processes authentic to the faculty experience. An encore presentation of this session will be held on Tuesday at 3 PM in Seneca/Iroquois.

| 9:45am – 10:45am | **M Choosing from among Strategies for GE Outcomes Assessment** | Theatre |

Speakers: Andre Foisy, Joan Hawthorne, Catherine Wehlburg

There are many strategies for general education outcomes assessment, and yet none is without flaw. Some options are expensive, others are difficult to administer or score. They may align more or less well with your GE goals. Faculty may have faith in a particular kind of tool and be eager to make use of results or not. And whatever happened to indirect assessments, some of which seemed to provide genuinely useful information? Panelists will introduce a range

of strategies and models for GE outcomes assessment that have been used on their own campuses, including a frank discussion of why particular assessments were chosen and what strengths and weaknesses of the methods were noted. Participants will be invited to share their experiences as well, with an emphasis on how context influences usability. There may be no perfect method, but what should be considered when planning for GE assessment?

9:45am – 10:45am	**M Creating a Program Outcomes-based Assessment Model with Evidence-Centered Design**	Hialeah

Speakers: Eleanor Steele, Laura Williams

In an age of increased scrutiny on higher education, the pressure is on to provide evidence of the value of a degree and evidence that students have gained knowledge and skills. Competency-based education (CBE), which focuses on student demonstration of skill rather than seat time or credit hours, has a large role to play in this arena. And, as demonstration of competency is central to CBE models, methods for assessing student learning and achievement are critical. At Western Governors University, we have employed Evidence-Centered Design (ECD) to design and develop assessments that clearly measure student learning and achievement in academic programs. This session will focus on strategies for measuring learning through the lens of program-level assessment. We will share practical strategies rooted in ECD for designing, developing, and maintaining competency-based assessments.

9:45am – 10:45am	**M Critical Thinking, It's Not What You Think!**	Oaks

Speakers: Janet Thiel

This session will examine the academic quality of various intellectual skills currently classified as critical thinking. The participants will consider various nuances of critical thinking and assessment. This workshop examines critical thinking as problem-solving, reflective, self-aware, meta-cognitive, creative, and critique thinking. Appropriate teaching methods and ways to assess the above intellectual skills will be discussed and further developed according to the participant's discipline or area of responsibility. Participants will define critical thinking beyond the parameters of inferential reading skills.

9:45am – 10:45am	**M From Assessment to Improvement: Establishing a Strong Assessment Culture as the Foundation for Student Learning Improvement**	Keeneland

Speakers: Nicholas Curtis, Nikole Gregg

Student learning outcomes assessment is critical. The goal of assessment is to provide a systematic process for faculty and staff to make better decisions about student learning. Though assessment practice is increasingly prevalent, clear expectations for what constitutes quality assessment are less common. Less common still is the use of assessment results to actually make pedagogical or curricular changes to enhance student learning. In this session, we will describe resources that have augmented faculty development in the area of assessment. We will also lead a discussion to spark productive, solutions-focused dialogue on building a culture of student learning improvement.

11:00am – 12:00pm	**E A model for tapping campus wide expertise in order to develop a roadmap for assessment in an education unit: A white paper for assessment in the next half decade**	Gulfstream

Speakers: Hal Campbell, John Hoover

As part of a grant project, an Assessment Work Group (AWG) was formed at St. Cloud State University in 2011. One of the first tasks of the AWG was to critically examine research literature related to changing campus climate regarding the use of assessment data to improve programs. Members of the AWG drafted a report (A Roadmap for Assessment in Education), which was taken through four iterations due to the relatively complex campus environment. The final version of the paper was divided into a set of specific recommendations and roadmaps. In this presentation, we examine the complexities of change on a university environment as exemplified by processes associated with the Roadmap. In addition, we lay out the content of the report and internal controversies centering set within the context of its development. The content of the four major and 10 minor recommendations are outlined

11:00am – 12:00pm	**E Applying an inquiry framework to promote faculty engagement in assessment**	Hialeah

Speakers: Elizabeth Smith

Faculty engagement is widely seen to be key in authentic program and institutional assessment, but it remains a challenge for assessment professionals. This session provides an opportunity for assessment professionals to consider applying an inquiry framework to faculty engagement efforts. Drawing upon faculty member's sense of intellectual curiosity, applying an inquiry framework to assessment work gives faculty the opportunity to determine what interests them and let their interests guide the assessment questions they investigate. This session will provide an overview of an inquiry framework and ask participants to engage in an analysis of how inquiry can be applied to faculty engagement in assessment. Participants will consider the pros and cons to using an inquiry framework in assessment and discuss strategies for implementation.

11:00am – 12:00pm	**E Building Collaborations between a Center for Teaching and Learning and an Assessment Office: Roundtable Discussion**	Ballroom

Speakers: Claudia Stanny

Program level assessment done well is an engine that informs decisions about curriculum change and the development and implementation of efforts to improve student learning. Both Assessment Offices and CTLs share an

interest in developing faculty skill with the creation of useful assessment instruments and the interpretation and use of assessment evidence. This roundtable discussion will provide a forum for attendees to identify opportunities and strategies for collaborations between an Assessment Office and a CTL to promote common goals. Attendees will discuss specific opportunities and challenges for collaborations on their campus. The group will speculate about potential collaborations between AALHE and other organizations (e.g., the POD Network) that could support this work.

| 11:00am − 12:00pm | **E Multi-Perspectives on the Multi-State Collaborative: A National Project Focusing on Advancing the Quality of Student Learning via VALUE Rubrics** | Theatre |

Speakers: Jeanne Mullaney, Bonnie Orcutt, Terrel Rhodes, Tara Rose

The Multi-State Collaborative to Advance Quality Student Learning (MSC) is in its third year the refinement year. Over the past two years, this project has stretched across 98 institutions from 12 states; collected over 18,000 student artifacts; and better yet, over 1,500 faculty have volunteered to be a part of this project; with approximately 200 faculty using the VALUE Rubrics to score authentic student work! Come hear multi-perspectives from those implementing the project. The panelists will share an institutional-level perspective from both a 4-year and 2-year institution, as well as a state-level perspective.

| 11:00am − 12:00pm | **M Aligning Outcomes, Activities, and Measures in Student Affairs Assessment** | Oaks |

Speakers: Ross Markle

Many institutions are seeking to improve student learning and success through effective assessment processes. However, most institutions focus on the components of that process (e.g., student learning outcomes, measures of student learning) rather than the alignment of those processes. This is particularly important in student affairs, where the development of learning outcomes, administration of learning measures, and other assessment practices are generally speaking - not as inherent as in academic settings. This session will focus on a co-curricular alignment (CCA) process that (a) identifies key learning outcomes, (b) matches learning outcomes to activities/programs/interventions, and (c) suggests and aligns measures of student learning and development. Attendees will engage in the CCA activities themselves, with a goal of providing tools and strategies to take back to their institutions. Example materials will be provided, or participants can bring their own assessment plans.

| 11:00am − 12:00pm | **M Can I ask you a question? Writing quality items for programmatic assessment** | Churchill Downs |

Speakers: Nicholas Curtis, Elisabeth Pyburn, Tom Waterbury

Despite the importance of using well-written items on assessment measures, many assessment practitioners have never received training in writing good items. This session will provide an introductory overview of best practices in item writing for both direct (e.g., tests) and indirect (e.g., surveys) assessment instruments. Additionally, participants will be provided with references and resources for further learning, and given the opportunity to apply what is discussed during the session. Specifically, we will provide participants with sample items to critique based on the best practices discussed during the session. Time permitting, participants will also be given the opportunity to practice writing items whether items related to their own assessment practice for which they want feedback, or generic practice items.

| 11:00am − 12:00pm | **M From Seminar to Large-Lecture Format: Transforming a Foundations Experience in General Education and Assessing this Transformation** | Shawnee/Cherokee |

Speakers: Neil Pagano

In 2015, Columbia College Chicago replaced its seminar-format First Year Experience course with a large lecture class (75-200 students). This session will describe the changes and the range of assessment approaches employed to assess the new course to gain insight into the new student experience. Student surveys, focus groups, panel review of student work, final grade analysis, and class observations demonstrated the new course was a success and was achieving its goals.

| 11:00am − 12:00pm | **M Greeting Evidence at the Front Gate: Using Evaluability Assessment in Higher Education Contexts** | Seneca/Iroquois |

Speakers: Yao-Yi Fu, Jacqueline Singh

This session introduces an exploratory evaluation approach useful for formative or summative evaluations. Evaluability assessment (EA) is undertaken at the front-end to assess whether a program is ready for future evaluation not whether it can be evaluated. EA clarifies goals, inputs, activities, outputs, and intended short-term, intermediate, and long-term outcomes. Through real-time examples and a hands-on activity, participants learn about EA and its practical utility for an existing course or program to: a) make it more meaningful; b) clarify stakeholders' expectations; c) focus student learning as faculty "see" the alignment between learning objectives and course content; d) identify implicit assumptions; e) articulate purpose and meaningful questions for assessment, evaluation, research, and/or performance measurement; f) determine how best to approach evaluation design, and g) collect data in strategic ways for evidence based decision-making. Although not required, participants are encouraged to bring a course syllabus or academic program description to the session.

| 11:00am − 12:00pm | **M Using the Right Tools for Campus-wide Assessment** | Derby |

Speakers: Carol Yin

This session will offer lessons learned at LaGrange College (a small liberal arts college in Georgia with professional

degree programs) from the reaffirmation process. These lessons led to the creation and use of better tools, better structures, and better processes, especially designed to improve institutional effectiveness. Through detailed presentation and small group discussion, participants will learn about developing and improving an assessment handbook and a process for moving information from the unit level through widely-based review to the level of strategic resource allocation.

11:00am − 12:00pm	**M Utilizing propensity score matching: A practical guide for student affairs assessment professionals**	Keeneland

Speakers: Jennifer Ann Morrow, Sherry Marlow Ormsby, Louis Rocconi

In an effort to increase student learning, development, and retention, higher education institutions are increasingly adopting many co-curricular educational experiences (e.g, learning communities, research with faculty, study abroad, first-year seminars). Assessment professionals are often tasked with assessing the learning outcomes and effectiveness of these programs. In this session, we will examine some best practices in program assessment and discuss using propensity score matching (PSM) to assess the effectiveness of higher education programs. The goal of this session is to offer practical suggestions and guidance for using PSM as an assessment tool. We will review what PSM is and what assessment questions it can answer, the assumptions underlying PSM, how to interpret PSM models, and review real-life applications of PSM on national and local university assessment data.

11:00am − 12:00pm	**N Assessment, Speed Dating Style**	Regency South A

Moderators: Renée F. Aitken, Kathleen Gorski, Jay Kahl, Terry Senne

Meet many fellow assessment professionals and learn a great deal all in a single session, with no online dating profile required. In one-on-one pairings, participants will rotate at regular intervals to answer questions and to quickly discuss specified topics regarding assessment. This is a great opportunity to network and share information about assessment practices in a short time frame.

12:00pm − 1:45pm	**Lunch On Your Own**	TBA
1:45pm − 2:45pm	**E Assessment within Assessment: Meeting Programmatic Accreditation Needs within the Broader University Assessment System: Roundtable Discussion**	Ballroom

Speakers: Kristi Cannon, Kelly Coker

With the growing emphasis on assessment practices in higher education, academic programs are often in the position of needing to address university-level and regional accreditation requirements while also adhering to programmatic accreditation needs. This session will provide attendees a direct example of how the School of Counseling at Walden University managed the recent accreditation/reaccreditation of five graduate counseling programs through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). A particular emphasis will be placed on how the university assessment process supported these efforts as well as how existing barriers between the two assessment systems were overcome to reach a successful outcome for each program. Attendees will be engaged in a discussion on the interaction and needs that exist between programmatic accreditors and larger university assessment systems within their institutions.

1:45pm − 2:45pm	**E Developing a comprehensive, assessable general education program**	Gulfstream

Speakers: Brandon Combs, Jacob Held

This presentation is an overview of the process from task force formation to full implementation of an outcomes based, skill oriented general educational program at a mid-sized, master's level comprehensive public university. The specific focus of the presentation will be on those challenges we faced as we redesigned our general education program around assessable outcomes, how we implemented that on campus, the lessons we learned, and how we hope to move forward. In particular, we plan to focus on how we developed a general education experience around four main competency areas, developed rubrics to assess student learning outcomes within each of these areas, organized core curriculum around these rubrics and are now assessing courses within the core according to these rubrics and developing continuous improvement plans and activities based on the results.
We plan to engage participants through handouts and discussion.

1:45pm − 2:45pm	**E Integrating Assessment into the Teaching Effectiveness Conversation in the Digital Learning Environment**	Churchill Downs

Speakers: Jennifer Mathes

This interactive session will focus on best practices in teaching effectiveness for a digital learning environment with an emphasis on the key role played by assessment. Using the Online Learning Consortium's (OLC) free, research-based Quality Course Teaching and Instructional Practice (QCTIP) scorecard, participants will learn about key indicators on the rubric that reflect the need for student learning assessment to foster an effective learning environment. Participants will have an opportunity to discuss ways in which they can use the QCTIP to further the conversation on assessment as a component of quality teaching.

1:45pm − 2:45pm	**E Investigating the Value of a College Education: Strategies for Assessing Post-Collegiate Outcomes**	Seneca/Iroquois

Speakers: Heather Harris, John Hathcoat, Courtney Sanders, Helen Stubbs

Stakeholders of higher education, such as students, parents, and policy makers have raised numerous concerns

about the value of a college degree. However, what constitutes value and how should it be assessed? Value is often determined by metrics that are relatively easy to obtain. For example, The College Scorecard rates institutions by their annual cost, graduation rates, and alumni salary. Though such metrics can be insightful, they are limited in many respects. Gallup Inc. has responded to such concerns by working with institutions to assess important outcomes, such as alumni well-being and workplace engagement. This session focuses on the strategic planning and use of assessment results from over 1,200 alumni graduating from James Madison University in 1996-2005 who participated in Gallup's survey. This session also presents preliminary findings aiming to predict alumni well-being from prior evidence of student learning

| 1:45pm − 2:45pm | **E Utilizing Evidence-Based Student Learning Outcomes for Continuous Program Improvement** | Regency South A |

Speakers: Julie Turner

Our interactive presentation is a follow-up to our pre-AALHE conference workshop where participants learned about, discussed, and assembled developmental competencies specific to their program(s). As a new graduate institution in 2010, we developed a framework to define expectations for success in our research-based doctoral program. Thesis mentors use the Core Competency rubric annually with their advisees as a comprehensive, developmental, and formative evaluation rubric describing the learning and research behaviors practiced by successful scientists. Session attendees will identify unwritten curriculum in their own programs, learn how we utilize the data for program review, and evaluate program components for effective student training on professional competencies. We will provide two years of findings and illustrate how the rubric defines a progression over six years, with interesting cohort-based results in faculty-student concordance. Conference attendees with program goals that include professional behaviors, higher-order skills, and research-based projects will find this session stimulating and instructive.

| 1:45pm − 2:45pm | **M Closing the Loop(hole): Lessons from 3 Years of Peer-Reviewed Assessment Reports** | Keeneland |

Speakers: Sara Cushing, Patricia Gregg

The road to closing the loop is paved with good intentions. We all collect data on the assessment of student learning outcomes, and passionately advocate for using those data for the improvement of teaching and learning. But how many of us have assessed the effectiveness of our own review processes? After 3 years of using a peer-review process for academic assessment reports, we have discovered that feedback from reviewers has not necessarily resulted in the improvement of assessment reporting. In this interactive session, we will ask participants to score example assessment reports using our rubric. We will discuss the strengths and weaknesses of our current process, share lessons we have learned from our analysis of assessment reports and reviews, and solicit feedback.

| 1:45pm − 2:45pm | **M Considerations for Long Term Sustainability in Assessment Practices** | Theatre |

Speakers: Keston Fulcher, Natasha Jankowski, Ross Markle, Javarro Russell

Higher education has seen an increase in institutions exploring and adopting more tools and processes for gathering and using data on student learning and student success. Far too often conversations over the sustainability of these processes and the use of these assessment tools is neglected. Assessment fatigue has become a reality on many of these campuses. Other campuses have dealt with abrupt disruption of assessment activities due to costs. This panel will consists of assessment leaders who have experienced or observed assessment practices on various campuses that differ in breadth and complexity. Their varied perspectives on the requirement of sustainable practices for reaching learning improvements will be discussed.
This panel will help the audience identify indicators of unsustainable assessment practices. They will discuss indicators of assessment fatigue, as well as the impact of disrupted assessment practices. Lastly, they will share best practices in improving the sustainability of assessment practices.

| 1:45pm − 2:45pm | **M From Assessment to Improvement: Establishing a Strong Assessment Culture as the Foundation for Student Learning Improvement | ENCORE SESSION** | Regency South B |

Speakers: Nicholas Curtis, Nikole Gregg

ENCORE SESSION: Student learning outcomes assessment is critical. The goal of assessment is to provide a systematic process for faculty and staff to make better decisions about student learning. Though assessment practice is increasingly prevalent, clear expectations for what constitutes quality assessment are less common. Less common still is the use of assessment results to actually make pedagogical or curricular changes to enhance student learning. In this session, we will describe resources that have augmented faculty development in the area of assessment. We will also lead a discussion to spark productive, solutions-focused dialogue on building a culture of student learning improvement.

| 1:45pm − 2:45pm | **M The How and Why of Using Signature Assignments for Program Assessment** | Shawnee/Cherokee |

Speakers: Pamela Pinahs-Schultz

This session will prepare faculty and assessment directors with the tools necessary to incorporate signature assignments, an engagement based pedagogy, into their courses in order to provide evidence of student learning outcomes at the course and program level, as well as address the LEAP Challenge that each student complete a significant project extending across an entire semester or more that represents the student's own best work on a question or problem that matters to the student and to society. The presenter will outline the process for designing signature assignments across the curriculum and working in groups participants will have an opportunity to consider

assignments that result in students actively working on problem-centered inquiry using a published tested model. Participants will engage in activities that promote reflective dialogue regarding the possibilities and challenges of using signature pedagogies in order to assist them in developing similar programs on their respective campuses

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1:45pm – 2:45pm | **H Improving Survey Outcomes Using Cognitive Load** | Oaks

Speakers: Jen Sweet

Surveys are a common methodology in assessment. However, designing surveys is a complex and nuanced skill. Those hoping to use survey research literature to inform their process will find the body of work extensive and seemingly contradictory (should you always use a middle point? never?). In this workshop, I will present the results of research I conducted on the possibility of using the concept of cognitive load to help practitioners design better surveys. Participants are encouraged to bring existing surveys, surveys they are in the process of designing, and/or surveys they are planning to design. The presenter will bring sample surveys for those who do not have such surveys.

1:45pm – 2:45pm | **H Student Feedback on Online Course Design: Going beyond traditional faculty evaluations to gather a more comprehensive view of the student experience and preferences** | Derby

Speakers: Allyson Haskell, Heather Maness

This session will cover the key findings from our surveys of students (n = 1,185) enrolled in newly developed online courses or courses running for the first time after significant revisions (n = 60) from fall 2015 through fall 2016. We will focus on the instructional design preferences and expectations of these online students and the application of these findings to continuous course improvement goals and new course development receiving instructional designer support. The primary topics will include student use of module objectives, lecture recording preferences, course engagement (peer, instructor, and platforms), and expectation management. Additionally, we will use active learning techniques (facilitated discussion and think-pair-share) to explore instructional design best practices and the benefits of more in-depth surveys, such as the instrument we developed, for instructors and administrators. Survey design and methods will also be covered (ex: response rate issues, question evolution, etc).

1:45pm – 2:45pm | **O Advancing Assessment: Planning with Intent - Taskstream Sponsored Session** | Hialeah

Speakers: Tara Rose

Join us for this session to hear the University of Kentucky (UK) share their story of how their involvement with the Multi-State Collaborative to Advance Quality Student Learning (MSC) drove the successful development of a new, long-term plan for advancing meaningful assessment university-wide. You'll also learn how UK and MSC leveraged Aqua by Taskstream to collect and score student work more easily, generate usable data more efficiently, and engage faculty more effectively across campus.

3:00pm – 4:00pm | **E Anchors Away: Sharing Practices for Using Anchor Papers in Program Assessment: Roundtable Discussion** | Ballroom

Speakers: Kimberly Green

Assessment professionals have key roles in helping academic programs develop effective assessment of student learning which can deepen in quality and scale up over time. For direct measures, developing and using anchor papers, or examples of student work representing specific levels of achievement, can materially assist. Used in conjunction with a rubric, anchors help raters understand the differences between scores and then score student work consistently. However, practices used in large scale efforts -- such as writing programs or school districts -- need to be adjusted for smaller departmental settings, and may raise questions about benchmarks, cut points, and logistics. This roundtable offers the chance to share concrete approaches as we use anchor papers/examples to calibrate and train faculty raters. The presenter will share experiences from her university, identify key issues and questions, and facilitate discussion. Participants will share practical considerations and approaches, and network for further discussion.

3:00pm – 4:00pm | **I A Conversation with Accreditors** | Theatre

Moderators: Steven Hawks, Jane Marie Souza

Speakers: David Chase, Heather Perfetti

Perceptions concerning the role of regional accreditors vary greatly across institutions and even within individual institutions. This panel brings together representatives from accrediting agencies to consider key questions such as the following: What type of outreach activities do accreditors use to meaningfully engage with campus constituents? In the current political environment, how can institutions and accreditors partner to keep a focus on quality in teaching and learning? What kind of communication is there between accreditors and the Dept. of Education? How do they keep institutions informed? Join us to consider these and other questions concerning the complex accreditor¬institutional relationship.

3:00pm – 4:00pm | **M A practical step towards creating a culture of improvement** | Churchill Downs

Speakers: Tim Fowler, Erin Schroeder, Stephen Stafford

Assessment designs are the cornerstone of program level assessment. A poor design will produce unreliable data that proves useless in driving meaningful improvement. In order to address the many challenges associated with designing assessments, one university has incorporated the use of research questions. This practice has been instrumental in defining the scope of the assessment, ensuring alignment with learning outcomes, promoting faculty engagement, and

providing context to various stakeholders. The purpose of this session is to introduce participants to this model and provide them with the knowledge and skills needed to implement the model at their own institution. This session is intended to be highly interactive and will include a number of collaborative exercises.

3:00pm – 4:00pm	**M Aligning Institutional Assessment Processes with Authentic Faculty Experiences	ENCORE SESSION**	Seneca/Iroquois

Speakers: Chris Urban

One of the key hurdles in building an assessment culture is the idea that assessment is something separate and extra that faculty have to do on top of already demanding workloads. Designing institutional processes so that they fully integrate into the day-to-day experiences of faculty is crucial to overcoming this hurdle. In this session, participants will learn strategies and technologies K-State has used to make institutional assessment processes authentic to the faculty experience.

3:00pm – 4:00pm	**M Chicken or the egg? Exploring the link between assessment resources and culture of assessment.**	Keeneland

Speakers: Kimberly Daugherty, Mike Rudolph

This session will summarize and discuss data from a 2016 survey on the structure, resources, and culture of assessment within U.S. Schools/Colleges of Pharmacy. It was found that the number of faculty/staff for assessment was significantly correlated with having higher levels of support from the administration for assessment, faculty engagement, and a co-curricular assessment process. Additionally, schools have increased their investment in assessment over the past 5 years by forming or restructuring assessment offices and committees and creating new assessment positions. Participants will be able to discuss the best practices that emerged from analysis of the data and to reflect on how structures and resources at their home institutions (regardless of discipline) contribute to the quality of the assessment culture found there. Implications for continued improvement of the culture of assessment will be synthesized from the findings of this survey and the session discussion.

3:00pm – 4:00pm	**M Designing Multiple Methods of Assessment to Capture the Complexity of Student Learning**	Oaks

Speakers: Elizabeth Owolabi

Learning assessment is still a context and culture based process. A sustainable learning assessment process requires that institutions deliberately establish a clear vision for learning assessment, plan, execute, and be intentional in using results to improve teaching and learning. The presenter will discuss multiple models of learning assessment to effectively capture the complexity of learning and provide guidelines for a sustainable culture of learning assessment. Participants will respond to six multiple-choice questions using the Classroom Response Systems (Clickers) as an ice breaker and a pretest to gauge prior knowledge on the subject. Participants will discuss four scenarios in small groups and identify one take away that will be implemented on their respective instituions.

3:00pm – 4:00pm	**M Integrating Multiple Measures to Assess Students' Critical Thinking and Written Communication Abilities**	

Speakers: Elise Demeter

Shawnee/Cherokee

While many in higher education agree about the need to develop undergraduates' ability to think critically and to communicate effectively, challenges remain in holistically assessing students' abilities in these domains. This session will focus on the results of a study on the critical thinking and written communication skills of freshmen and seniors at UNC Charlotte. Integrated evidence from direct and indirect measures will be presented to illuminate students' strengths and limitations in these domains, as well as to assess what gains students are making as they progress through their undergraduate education. This session will also highlight evidence of effective teaching practices that may promote students' development as strong critical thinkers and strong communicators. Participants will engage in small group discussions of the strengths and limitations of specific pieces of evidence of student learning as well as strategies for holistically integrating different data sources.

3:00pm – 4:00pm	**M Leveraging content management framework for assessment compliance and reducing faculty burden**	Gulfstream

Speakers: Andrea Perkins, Justin Sumner, Kimberly Tumlin

The syllabus is a dynamic document that links course artifacts to program assessment. In our public health accreditation visits, syllabi are reviewed to ensure that planned goals are reflected at the course level. Despite the importance of this document, we have found that faculty view creating the syllabus as a burden; often changing elements mandated by the university senate (which should not be changed). A system was developed for syllabus compliance in three phases: a template; a course-specific shell; and a content management tool. Our intent was two-fold: 1) streamline the syllabus process for efficiency while maintaining the integrity of faculty governed standards; and 2) provide a historical record accessible to all constituents. We will cover how each phase contributed to the principles of efficiency, accessibility, and compliance while building capacity for faculty buy-in to the content management tool.

3:00pm – 4:00pm	**N Assessment, Speed Dating Style**	Regency South A

Moderators: Renée F. Aitken, Kathleen Gorski, Jay Kahl, Terry Senne

Meet many fellow assessment professionals and learn a great deal all in a single session, with no online dating profile required. In one-on-one pairings, participants will rotate at regular intervals to answer questions and to quickly discuss specified topics regarding assessment. This is a great opportunity to network and share information about assessment practices in a short time frame.

| 3:00pm – 4:00pm | **H** **Use Assessment Data to Influence Student Motivation** | Derby |

Speakers: Leah Simpson

Learning assessment gets exciting when faculty realize they can use it as a form of feedback to students. Considering that students most value feedback that feeds up, back, and forward, assessment reports must meet specific criteria in order to motivate students to review and remediate areas of concern. This session will outline specific ways faculty can gather and report assessment data to save time and improve student learning and motivation. In addition to analyzing the power of assessment reports as a feedback tool, this session will demonstrate a variety of technology solutions that can be utilized to create assessment feedback for students and programs. This session is open to anyone, though faculty and faculty developers may find it most beneficial.

| 4:15pm – 5:15pm | **E** **Assess or Not Reassess? Demystifying the Process of Course Reassessment: Roundtable Discussion** | Ballroom |

Speakers: Laura Ariovich, Zornitsa Georgieva, Sade Walker

Reassessment as a component of closing the loop is rarely discussed in detail. Best practices for promoting faculty discussion of assessment results are often reviewed in the literature, but further dialogue is needed about what to do once assessment findings have been widely shared and discussed. To address this gap and our own challenges to manage reassessment at a large, public two-year college, we offer a more comprehensive approach to making decisions about the creation and evaluation of improvement plans following initial assessments. Past institutional practices resulted in enormous workload for faculty, which hindered the value of reassessment for understanding and advancing student learning. As a result, we introduced a rubric to help faculty navigate the final steps in the process of closing the loop. Roundtable participants will discuss challenges involved in those steps and will have the opportunity to evaluate a rubric currently utilized for guiding decisions about reassessment.

| 4:15pm – 5:15pm | **E** **Assessment in Action: WSCUC's Community of Practice for Advancing Learning Outcomes Visibility** | Derby |

Speakers: Bert Christensen, Errin Heyman, Carole Huston

Starting in Spring 2017, with funding from Lumina Foundation, WSCUC is offering institutions an opportunity to participate in a free online Community of Practice to lend support, guidance, and consulting around projects related to assessing student learning and demonstrating visibility of that learning. Participating institutions will be able to gain support as they implement their own projects, but, perhaps more importantly, through their work, WSCUC will also develop a collection of good practices, resources, and guides to share, both regionally and nationally. This session will highlight the project and reflect upon the Community of Practice to date. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E** **Building a Culture of Assessment in a Large University's Distance Education and Learning Technology Applications Service-Oriented Environment** | Churchill Downs |

Speakers: Traci Temple

Building a culture of assessment in a large university service-oriented environment requires ongoing communication, problem solving, sharing, and faculty buy-in. The role of assessment in Distance Education and Learning Technology Applications (DELTA), at North Carolina State University, has evolved into a team effort for understanding and identifying the ways in which the impact of innovative technologies and teaching practices have in solving instructional challenges and helping faculty build student success. This presentation will showcase the obstacles and achievements made as a result of an active and intentional move toward transparency and collaboration among DELTA's assessment staff, instructional designers, media specialists, and faculty. Strategies and practices used to create and sustain a holistic approach to a culture of assessment in DELTA will be showcased and discussed with presentation attendees. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E** **Evaluation of a Master of Public Health Integrated Core Curriculum: Generating Evidence to Inform Future Course Implementation** | Gulfstream |

Speakers: Vanessa Boland Edouard, Jacey Greece, Amanda Velez

Public health is a diverse field and training practitioners must provide a strong foundation of integrated knowledge and skills. An MPH curriculum redesign at Boston University School of Public Health (BUSPH) includes a new Integrated Core Curriculum (ICC) consisting of four integrated introductory core courses and uses problem-based learning. The ICC was offered to students as a pilot in Spring 2016 (n=16 students) and implemented to scale in Fall 2016 (n=350). A mixed-method evaluation, guided by evaluation questions and a logic model, is conducted to inform achievement of student outcomes post-course, future implementation, and course revision. Data collection strategies include pre-course, mid-semester, post-course, and follow-up surveys of students; focus groups with students; and, interviews with faculty. This session is for novice and experienced evaluators and will engage participants in a discussion about the utility of pilot evaluations to inform larger efforts and the transferability to other disciplines within graduate education. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E** **Focus on Faculty: Improving Assessment Quality through Faculty Development** | Keeneland |

Speakers: Alana Malik, Angela Paprocki, Constance Shriner

Do faculty members see the value of assessment in their own day-to-day practice? Are faculty members too busy teaching to worry about assessment? This session will share a strategy to engage faculty members in learning more about assessment, contributing to the development of a positive assessment culture on campus. Two years ago, the University of Toledo adopted a revised version of Ohio State University's Course Design Institute to provide a concentrated, week-long professional development opportunity in course design for our faculty. One of the best outcomes of the program is our participants gained a rich appreciation of the connection between curriculum design and assessment. This session will outline our program, emphasizing how we added follow-up mechanisms to measure additional evidence of the program's impact on improved teaching and nurturing a positive assessment culture on campus. Data regarding how faculty integrated and adopted CDI content into their courses will be shared. An encore presentation of this session will be held on Wednesday at 2:45 in Gulfstream. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E Is our program relevant to industry? We asked our adjuncts.** | Seneca/Iroquois |

Speakers: Tiffany Phagan, Tracey Richardson

Are you looking to include a 'relevance' indicator to your assessment structure? Are your graduates being hired by employers in their areas of study? Come learn about how our University leveraged our adjuncts to assess the capstone electronic portfolios for industry relevance. We'll share our approach and illustrate three years of assessment results: transformed into five phases of curriculum improvements, each diving deeper into industry needs and dedicated to creating a more capable project manager. As a result, we continually watch the quality, quantity, and variety of students' artifacts improve. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E Looking to find the culture of assessment on campus: Designing and implementing a formal evaluation of campus assessment work** | Churchill Downs |

Speakers: Jennifer Mencl, Julia Williams

Inspired by the work of the University of Hawaii Manoa and others, the University of Minnesota Duluth designed and administered an evaluation process to determine progress toward assessment goals, the nature of the campus' culture of assessment and the level of participation across constituent groups as well as the perceived usefulness of the university's assessment processes. The evaluation was collaboratively designed by a campus governance committee and committee members worked collectively to gather and interpret the resulting feedback. This presentation will share the process, tools developed and what was learned about assessment on campus. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E Networks of Accountability Reflections on a University-wide Assessment Council** | Derby |

Speakers: Elizabeth Brown, Josh Koller, Anjelica Pitts

Assessment takes a village at least that's the approach at Tennessee State University (TSU). This session will focus on the networks of accountability established through a campus-wide assessment council. TSU's Assessment and Improvement Council brings representatives together monthly from all areas of the University (both academic and support services units) to discuss the matters of assessment at the University. The session will focus on the operations of the council over time and how these processes have changed from the view point of the Council's chair and representatives from the offices responsible for maintaining and supporting the Council and institutional assessment and effectiveness. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E Rebooting your Assessment Review and Reporting Process** | Oaks |

Speakers: Patrick Barlow

Assessment reporting processes can become stagnant and reduce rather than enhance faculty interest. This session will describe the rebooting of existing program assessment reporting and review procedures facilitated by faculty engagement. Key insights from the use of a taskforce to identify problems with current practice and development of a new campus wide review structure, assessment conference, and grants will be shared. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E Recognizing Faculty Contributions to Assessment: A Review of Institutional Practices and Policies** | Theatre |

Speakers: Andre Foisy, Sarah Gordon, Elizabeth Smith

College and university faculty are essential partners with assessment professionals in the collection, analysis, and use of student learning assessment data. However, assessment professionals face many hurdles when seeking to engage faculty in assessment work. Studies and recent articles suggest that faculty do not always value assessment processes and their role in them. Without adequate faculty participation, the process of collecting data on student learning and the use of the data to inform decision-making can become a burdensome and meaningless process. With faculty participation and appropriate leadership, assessment can help to improve teaching, learning, and curriculum. Panelists will discuss approaches to recognize and reward faculty who have been involved in assessment activities. Participants will be invited to share their own experiences and to reflect on their current institutional practices.

| 4:15pm – 5:15pm | **E** **Spiraling the Boundaries: Connecting institutional priorities to metrics of student success** | Seneca/Iroquois |

Speakers: Margaret Boorstein, Lori Knapp

As regional accreditors seek and demand more specific and measurable metrics of student success, institutions need to find ways to make connections between those metrics and assessment of student learning processes. This session will demonstrate how one institution's implementation of its Helix Model, resulting in more effective connections, can be applied to other institutions. Such key strategies as four-year academic maps, integrated academic advising, guided pathways, recognition of killer courses, and implementation of learning communities, on our campus are engaging faculty as they make those necessary connections between empirical measures and advances in student learning. Student learning and retention have improved. We will engage the audience by incorporating into the Helix Model any of their new pedagogies or analyses of metrics to show how their campus can advance student success, including retention, while being true to their mission and goals. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E** **Strategies for Developing Assessment Leaders across Institutional Levels** | Shawnee/Cherokee |

Speakers: Cathy Barrette

In this session, attendees will learn about strategies for building leaders at the department, college, and university levels to complement assessment office support. Details of each strategy and the evidence of changes in Wayne State's culture of assessment from an annual campus-wide survey, rubric reviews of assessment plans, and committee reports provide evidence of the changing culture of assessment under this leadership model from 2014 to the present. Hands-on activities will engage participants in evaluating the applicability of those strategies to their home institutions and brainstorming ways to gather evidence of leadership development. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E** **Toward an AALHE International Database of Learning Indicators** | Regency South A |

Speakers: David Dirlam, Susan Perry, Catherine Wehlburg

An impediment to assessing knowledge development is the massive variety of statements of learning indicators (e.g., objectives, competencies, goals, and outcomes). Despite ubiquitous requirements to identify these, collective understanding remains hidden inside institutional program statements, disciplinary accreditation sites, and course syllabi. Although such requirements are justified by accountability, measures of accountability substitute weak proxies like job placement and satisfaction surveys. Such proxies do not direct learning. Learning indicators, in marked contrast, directly motivate and focus learning.

A primary strategic goal of AALHE is to lead and advocate for good and ethical assessment practices to external stakeholders including become a stronger voice at the local, national, and international levels for assessment in higher education. The mission and prominence of AALHE uniquely enable us to collect indicators of learning from all levels and types of higher education programs. Participants will learn about the database proposal and offer suggestions for furthering its success. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E** **Visualizing the Living Curriculum via a Weighted ISLO Map.** | Regency South A |

Speakers: Joseph Sullivan

This presentation will detail how a small residential college converted its standard Catalog-based Institutional Student Learning Outcomes curriculum map into an accurate and textured topography of the school's Living Curriculum. Specifically, ten years of enrollment data was loaded onto the map in order to eliminate courses that have seldom or never been taught and to contextualize sparsely and heavily enrolled courses. Courses were assigned designations so that the college can assess whether students are engaging in intellectual skill and personal/social responsibility development at sufficiently advanced levels of rigor. The final product of the weighted curriculum map has been useful to certain units, such as the General Education Task Force. In addition, the process of course designation and map updating has been a valuable faculty engagement opportunity in the ongoing effort to focus the college's assessment efforts on what students do, rather than on what course content is presented. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **E** **Who Are We? What Makes an Effective Assessment Professional?** | Keeneland |

Speakers: Caroline A. Critchlow, Cathy Sweet

The somewhat hurried introduction of assessment into the field of higher education during the past decade caused many institutions to place employees with a variety of backgrounds in the position of implementing assessment processes. Qualifications for the job varied and at times might not be more than someone who displayed a willingness to deal with the accreditors. Now, with clearly understood goals and objectives for assessment systems, we have begun to see the proliferation of assessment certificates and degrees. This session addresses this phenomenon and recommends specific academic knowledge training and work experiences that will lead to success as an assessment professional in both the academic and co-curricular areas. Suggested pathways to garner the background and skills needed will be shared. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 4:15pm – 5:15pm | **M** **Supporting Success: Designing an Assessment Institute for Your Campus** | Shawnee/Cherokee |

Speakers: Joan Littlefield Cook

Assessment of student learning is a common area of concern for institutions seeking accreditation, and one obstacle to making meaningful progress is lack of time and support for faculty/staff to delve deep into their program's assessment processes and data. This session describes one solution: a campus Assessment Institute that provides time, support, and structure to help programs move forward and make meaningful progress in their assessment of student learning. Session participants will consider assessment goals that a structured Institute might help address on their campus. They will also learn strategies for developing and implementing a successful on-campus Institute that supports program-level assessment of student learning, fosters assessment skills in attendees, promotes sustained assessment practices, and creates supportive connections among Institute participants. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

4:15pm – 5:15pm   **H A longitudinal Study of Student Learning Outcomes Assessment: Students at Risk**   Oaks

Speakers: Sheila Chelimo, Abolfazl Ghasemi, Nicole Wadsworth

The purpose of this study is to find out the characteristics of students at risk and timing of learning outcomes assessment failure. The focus of this study is pre-clinical medical students. I would like to share with participant the advantages and limitations of cox regression model when using repeated measure over time. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

4:15pm – 5:15pm   **H Academic Health Care Administrators' Perceptions of Their Faculty's Involvement in Assessment of Student Learning**

Speakers: Christina Neider   Gulfstream

Assessment of student learning outcomes is a widely-discussed topic in higher education. As accrediting bodies receive additional pressure from stakeholders, such as parents, employers, and community leaders, to demonstrate how student learning occurs it is important to have a strategy in place. The involvement of faculty in the assessment of student learning is part of the process and many universities are challenged with how their involvement will impact outcomes. As with all disciplines, the same holds true for academic leaders in the health services administration field to determine how to best include faculty in the process of measuring student learning outcomes. The purpose of this study was to use academic health care administrators to identify the perceptions of their faculty's involvement in the assessment of student learning in health administration degree programs. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

6:15pm – 8:15pm   **N Networking Event - Louisville Quest**   TBA

The Louisville Quest! is part race, part scavenger hunt and part historical, sight-seeing tour. Teams compete against each other to answer challenge questions and solve puzzles to get from location to location in the least amount of time…all for fun and discovering downtown Louisville! Registration is online at: http://thelouisvillequest.com/events/61317-new-adventure-private-event-aalhe/ The fee is $40 and includes a drink and shared appetizers. Participants will be picked up in the Hyatt lobby.

7:00pm – 9:00pm   **N Networking Event -Spirit of Jefferson Boat Tour**   TBA

Enjoy dinner and dancing aboard the Spirit of Jefferson featuring a narration of historic facts shared throughout the cruise. The boat features a full-service bar, outdoor observation decks, dance floor, bandstand, wheelchair accessibility to portions of the vessel. Register via AALHE's conference registration page. Dinner, unlimited coffee, and iced tea will be prvided. Cash bar is available. The event is within a four-block walk from the Hyatt. Participants should plan to meet in the Hyatt lobby by 6:20 if they want to walk as a group.

7:30pm – 9:30pm   **N Networking Event - Historic Old Louisville Walking Tour**   TBA

The most haunted neighborhood in America? That's what many are calling Old Louisville, an extensive preservation district filled with old mansions and strikingly beautiful homes in Kentucky's largest city. Wherever you go in this eye-popping neighborhood, it seems that a haunted house is not far away. Or a haunted church, a haunted street corner, or a haunted park. Over the last two decades, so many stories of supernatural activity have surfaced here that Old Louisville has gained the reputation as being the spookiest neighborhood in the entire country.

Join a guide for this nightly tour that introduces you to the ghostly past and paranormal hotspots in America's Most Haunted Neighborhood. Best enjoyed against the backdrop of gas lamps and hidden walking courts, this haunted history tour has received awards and accolades from national and international publications.

Register via AALHE's conference registration page. Dinner is not included. Tour begins and ends at The Bean Coffee Shop at 1212 S. 4th Street. Participants can meet in the lobby at 6:45 to walk together to public transportation. Other options include Uber or a taxi.

Public transportation directions: Walk four minutes to 6th and Liberty and take the #4 bus (Iroquois Park) which leaves at 7:07 pm. Exit bus at 4th and Oak and walk one minute to the coffee shop. Return Trip: Walk one minute to bus stop at 4th and Oak. Bus picks up on the opposite side of the street as where it dropped off. Take the #4 bus (Downtown and Main) which leaves at 9:56 pm to the 5th and Jefferson stop and walk three minutes back to the hotel.

AALHE 2017 Annual Conference

JUNE 14 • WEDNESDAY

7:00am – 7:50am	**C Conference & Events Committee Meeting**	Oaks

Moderators: 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.

7:00am – 7:50am	**C External Relations Committee Meeting**	Derby

Moderators: Jonathan Keiser

External Relations Committee members (or potential members) are encouraged to attend this annual meeting, during which we will: welcome new members, share updates on AY 16-17 workgroups, and plan External Relations work for AY 17-18. Light refreshments will be served for those in attendance.

7:00am – 7:50am	**C Membership Services Committee Meeting**	Seneca/Iroquois

Moderators: Joan Hawthorne

Member Services Committee and subcommittee members (or potential members) are encouraged to attend this annual meeting, during which brief updates will be provided on all programming overseen by the committee. This includes AALHE publications (Intersection, Proceedings, and Emerging Dialogues), Topical Interest Groups, webinars and twitter chats, and the newly launched Foundations and Beyond the Basics workshops. Meeting attendees will also begin planning for next year's committee work. Light refreshments will be served for those in attendance.

7:00am – 7:50am	**C Recruitment & Retention Committee Meeting**	TBA

Moderators: Jeremy Penn

AALHE's Recruitment and Retention Committee Meeting: Open to all current Recruitment and Retention committee members and to those who might be interested in volunteering for 2017-2018. Recruitment and Retention creates promotional materials, advertises for AALHE, and generates strategies to retain current members and recruit new members. Please join us!

Light refreshments will be served for those in attendance.

7:00am – 5:00pm	**R Registration Desk**	Hyatt Regency 2nd Floor

Moderators: Leah Simpson

All pre-registered conference attendees must pick up their AALHE credentials prior to attending any conference activities. Those who did not register in advance, can do so onsite.

8:00am – 9:30am	**E Assignment Design, aka Assessment by Stealth**	Shawnee/Cherokee

Speakers: Jeanne Mullaney, Bonnie Orcutt, Tara Rose

Aligning assignments to outcomes is a critical step when engaging in assessment initiatives. It is essential to consider the rubrics and standards that student work will be judged against and ensure that the assignment collected prompts students to demonstrate these skills in their work. Accordingly, engaging faculty in assignment design is a fundamental part of the assessment process because this practice heightens faculty awareness of the instructions they give to students as it hones their ability to create assignments that require students to demonstrate the skills that faculty intend. Participants will evaluate the alignment of specific assignments to the critical thinking, quantitative literacy, and/or written communication VALUE rubrics from AAC&U. They will redesign assignments to include components to address dimensions that are missing.

8:00am – 9:30am	**E Designing Assignments in a Learning Systems Paradigm**	Keeneland

Speakers: Natasha Jankowski, David Marshall

This presentation shares resources and examples for facilitating assignment design workshops, or charrettes, within a local context, drawing from the work of the National Institute for Learning Outcomes Assessment (NILOA). The discussion situates the work within an emerging paradigm, that of the learning system. The presentation invites audience members to resituate assignment design within a broader understanding of their own learning environment through exploration of four elements: learner centeredness; communication; alignment; and consensus-based approaches. Together, we will explore implications of designing assignments in a learning systems paradigm for assessment of student learning. Participants will leave the session with the tools needed to lead professional development of meaningful, embedded assessment at their own campuses.

8:00am – 9:30am	**E In what ways can learning analytics be used to optimize student success and institutional effectiveness?**	Oaks

Speakers: Christopher Sessums

In what ways are you using learning analytics to optimize student success and institutional efficiencies? In this session, participants are invited to actively explore and discuss ways to use learning analytics (i.e., course, student, and program data) to inform decision-making at critical learning, instructional, and administrative levels. Using a seven-element framework (Norris/Baer), participants will map out various student and institutional success initiatives and discuss the implications of employing such strategies within their own enterprises.

8:00am – 9:30am   **E Managing Change: Forwarding Assessment Work in the Midst of Constant Change**   Gulfstream

Speakers: Susan Donat, Kate Simcox

The only constant is change. That adage seems especially apt in describing the current landscape in higher education. Our institutions are in a constant state of change as we adjust to changing political landscapes, changing accreditation standards, changing personnel, changing reporting structures, and/or changing assessment processes/software. In addition to the stress and uncertainty change evokes, change presents new challenges and opportunities.

We investigate change as it applies to assessment professionals by applying Senge's concept of a Learning Organization (1990) to the assessment of student learning. Participants reflect changes and challenges in their institution, and explore how systems thinking, personal mastery, mental models, building shared vision and team learning may converge and be leveraged to forward a culture of learning at their institution.

We explore ways to manage assessment challenges resulting from institutional change by applying principles/characteristics of a learning organization within the distinct constraints and culture of their home institution.

8:00am – 9:30am   **E One Size Never Fits All: The Case for Faculty Liaisons and School Specific Academic Assessment Planning**   Derby

Speakers: Kimberly Walker

This session will be structured as a group discussion with the faculty liaison experiences of USC being shared, initially and opening the floor and discussion to the participants in order to discuss ways in which (a) similar initiatives can be implemented on their individual campuses at relatively low-cost, (b) ways to further incorporate faculty needs into institutional discussions regarding academic assessment planning, and (c) what other areas in institutional academic assessment planning that might also lend itself to faculty liaisons. The session will be completed with a brief question and answer session and exchange of contact information for those who are interested in future contact.
The central theme of this discussion is aspects in which faculty/content knowledge experts can be included in the institutional academic assessment planning in order to tailor academic assessment to individual schools and colleges.

8:00am – 9:30am   **E Three Principles & Three Strategies for Helping Your Campus Utilize Evidence to Improve Teaching & Learning**

Speakers: Michael Reder   Seneca/Iroquois

Colleges and universities are facing ever-increasing pressure to utilize assessment data about student learning. The majority of campuses across the country have more data about student experiences than they know what to do with. The simple principles & strategies in this interactive session will help campus leaders facilitate their campus's use of assessment data about student learning, helping their institution systematize the ways in it uses that evidence to make decisions about curriculum, course design, and teaching, all to positively impact student learning.

Participants will:

1) briefly consider their own campus's current use of data;

2) learn about three framing principles and three strategies for helping faculty use evidence to create potential workshops based on some of your own campus's assessment data, illustrated with copious examples;

3) apply these ideas to potential programming on your own campus and leave with a plan for immediate next steps to start the process.

8:00am – 9:30am   **M Assessing and Promoting Diversity as a Learning Outcome in Higher Education**   Regency South B

Speakers: Sarah Gordon, Stephanie Miller

Facilitators will provide an overview of how diversity as a learning outcome can be articulated and assessed, using our institution as an example. We will share results of assessments that utilized a rubric to score student essays from diversity-designated courses. In small groups, participants will examine writing prompts given to students and discuss the strengths and weaknesses of the prompts and the papers the prompts elicited. The workshop will highlight the successes and challenges of conducting assessment of diversity outcomes in this way, make recommendations for creating prompts that improve students' articulation of what they have learned, and share strategies for using assessment data to communicate with internal and external groups about diversity expectations. Participants will also learn about other ways to assess students' understanding of diversity issues in and out of the classroom, recognizing that inadequacies in students' written work may not necessarily reflect failure to understand diversity issues.

8:00am – 9:30am	**M** **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?**

Churchill Downs

Speakers: Julia Williams

This session will present 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. Faculty understanding of when to stop with only directions, when to create checklists, or matrices or even when to create 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 through training. This session will provide rationale, frameworks, models and options for providing those we serve with information they can use. The session will summarize six forms of assessment, match each to target outcomes and identify the necessary tools to build them. The presentation will engage participants in discussion, partner dialog, practice and a pretty invigorating role play about rubrics (seriously).

8:00am – 9:30am	**M** **Implementing Logic Modeling to Evaluate Effective Educational Programs in Higher Education**

Regency South A

Speakers: Danielle Alsandor, Arthur Hernandez

Various models exist to evaluate programs. Both fundamental and slight differences exist between models. The specification of the program along with the primary reason for conducting the evaluation guides the selection of model. This session explains and utilizes logic modeling for evaluating programs in the higher education setting. Whether a program is based in academic affairs or student affairs, a faculty member or professional staff benefits from understanding inputs, outputs, outcomes, and impact. Determining a programs' effectiveness requires specific objectives, learning outcomes, and/or SMART goals. In this session, attendees will gain insight on logic modeling and build their skill sets by practicing logic modeling on an educational program.

8:00am – 9:30am	**H** **The Usual Suspects: Using Excel to Identify Problematic Items and Response Patterns from Multiple Choice Tests with Small Samples**

Hialeah

Speakers: Jeremy Penn

Assessment is most useful when it provides usable information about both the students and the assessment instrument. Unfortunately, such information can be difficult to flesh out when we work with a small number of students a common experience in assessment. The purpose of this session is to share an approach for analyzing items and students' response patterns when working with a small number of students and multiple-choice tests. Together, we will put on our investigator hats and learn how these techniques can inform our understanding about what students have learned and how to identify unusual response patterns, can inform the design of the assessment instrument itself, and can support our efforts to improve teaching. Participants will receive an Excel file that performs the analyses, access to code for some software programs, and handouts that describe the use of the technique. Participants should bring a device that runs Microsoft Excel.

9:45am – 10:45am	**P** **Assessment as Strategy: You are what you Measure**

Ballroom

Speakers: Jose A. Bowen

Assessment has to be a part of any strategy—it is how we get better. I will propose a framework for how we can change minds about the value and use of assessment and create a culture that supports risk, evaluation and constant improvement. The real challenge is motivating faculty to redesign courses with clear learning outcomes, serious thinking about motivation and environment, and of course, assessment. Students develop best when we combine high standards with a very supportive environment where failure can lead to change; the same applies to faculty. We need new structures to help faculty re-evaluate the value of what they do and the importance of course design.

11:00am – 12:00pm	**Assessment Roles and Activities: A Framework for Identifying Professional Competencies of Assessment Professionals**

Oaks

Speakers: Laura Ariovich, Conna Bral, Patricia Gregg, Matthew Gulliford, Sandra Harris, Jennifer Ann Morrow

Using past research and results from multiple national surveys, the Association for the Assessment of Learning in Higher Education (AALHE) and Taskstream-Tk20 explored the roles/positions of assessment professionals and the assessment activities on campuses of higher education. Join us for an interactive discussion on how the roles of assessment professionals and campus assessment activities inform us about the current knowledge, skills, and competencies required of assessment professionals in their related work and practices. Your participation in this interactive session will help guide our work toward developing a framework of professional standards for our field.

11:00am – 12:00pm	**E** **Building grassroots leaders for a sustainable assessment culture**

Seneca/Iroquois

Speakers: Yao Zhang Hill

This presentation describes Assessment Leadership Building Project (ALBP), a model of cultivating grassroots leaders to build sustainable assessment culture at a research-intensive university. The ALBP aims to train a cadre of faculty who are willing, ready, and able to lead collaborative assessment projects in their respective programs. The ALBP includes (a) a multi-day assessment leadership institute in the summer that focuses on how to facilitate assessment activities and engage faculty; (b) a semester of follow-up support meetings with peer and expert assistance; and (c) a poster presentation at a campus-wide assessment event in the spring to showcase assessment

in action. The presenter will describe the strategies to secure funding, recruit participants, build incentive structures, and sustain the community of practice. The presenter will also report the impact of the model using a comprehensive evaluation model. In ad end, the presenter will share challenges and insights gained.

| 11:00am − 12:00pm | **M Academic Program Review: Shifting from Compliance to Continuous Quality Improvement** | Keeneland |

Speakers: Glenda Gallisath

Learn strategies for how any type of higher education institution can shift academic program review from a compliance requirement to a strategic approach for assessment emphasizing continuous quality improvement. The traditional five-year program review can be much more than reporting standard details about program features and operations to state educational agencies and regional accreditors. Linkages between course, program, and institutional assessments may also lead to more strategic results for academic program review. A case study will be shared of how academic program review was refreshed and adopted with a renewed sense of energy and commitment to academic excellence. Challenges and lessons learned will also be highlighted. Participants will be engaged through a brief introductory quiz and open discussion questions during the presentation.

| 11:00am − 12:00pm | **M Establishing Inter-Rater Reliability Through Asynchronous Online Training for a Performance-based Assessment Instrument** | Churchill Downs |

Speakers: Erica Brownstein, Carolyn Kaplan, Xiangquan Yao

This session describes the process of conducting an inter-rater reliability study on a performance-based assessment instrument developed by multiple institutions. Presenters will explain how we developed and refined both the rubric, as well as an online, asynchronous 90-minute training for evaluators. While the instrument has had validity and reliability studies conducted, this presentation focuses on the results of inter-rater reliability analyses. The session is intended for university administrators and faculty members engaged in developing valid and reliable instruments for performance assessment tasks. Participants will learn the challenges and pitfalls in the training development process and we describe the common methods to examine inter-rater reliability. Participants will discuss issues and opportunities we are face as an assessment community when developing performance-based tasks and their accompanying evaluation instruments.

| 11:00am − 12:00pm | **M Key Considerations for Developing an Institutional Assessment Strategy** | Shawnee/Cherokee |

Speakers: Jonathan Keiser, Keith Werosh

This interactive session outlines key considerations for developing an institutional assessment strategy. The presenters will compare and contrast different administrative models and assessment methods related to institution- and program- level assessment. Differences in models and methods will be highlighted so that participants can identify strengths that can be leveraged and pitfalls that can be avoided when developing and implementing assessment strategies. Critical elements for developing an effective assessment strategy will be outlined so that participants can evaluate how their own institutional assessment practices and structures can inform a strategic plan focused on improving and assessing student learning. This session provides a framework for developing a strategic plan that is informed by an institution's administrative structures and operations in the context of its mission and culture.

| 11:00am − 12:00pm | **M Peer Review for Quality Reporting** | Gulfstream |

Speakers: Fiona Chrystall

This session will introduce a peer review process to a) enhance the quality of student learning outcomes assessment reporting, and b) expose faculty to assessment reporting outside their field of expertise. The presenter will describe the evolution of this process to its current state. Participants will then test out the peer review rubric on a short sample assessment report, followed by discussion of the pros and cons of the approach.

| 11:00am − 12:00pm | **H Philosophies of Assessment: The Narratives of Our Work** | Regency South B |

Speakers: Gianina Baker, Natasha Jankowski

This presentation outlines four possible philosophies of assessment and invites assessment colleagues to dialogue related implications for conversations on the need for an assessment science. The presenters make the argument that as a scholarly field, there is a need for clarifying the various schools of thought at play within assessment narratives as well as their tenets for practice. The four proposed philosophies of assessment are assessment as compliance, assessment as measurement, assessment as teaching and learning, and assessment as a process. Presenters will outline ways in which the different philosophies of assessment intersect with use of assessment results and conversations on the value and purpose of assessment. Finally, we argue that assessment professionals equipped with an understanding of the different philosophical lens are better positioned to communicate the narrative for the approaches taken to assessment.

| 11:00am − 12:00pm | **H Researching Critical Thinking Assessment in a Multinational Higher Education System** | Derby |

Speakers: Moreen Carvan, Sebrina Palmer Nevins

Researchers present research on CARICOM undergraduate students' demonstrated capacity and disposition to transfer knowledge and skill in critical thinking to solving problems while sitting for exams. The study poses questions regarding the universality of critical thinking, the development of an international assessment of critical thinking application, and how unique higher education models, such as the multinational regional UWI system, can provide

insight into assessment of learning in highly diverse populations.

11:00am – 12:00pm	**H Using Psychometrics to Enhance Assessment in Higher Education**	Regency South A

Speakers: Tammie Cumming, M. David Miller, Catherine M. Wehlburg

Testing and accountability are pervasive throughout education from pre-kindergarten through graduate education. Testing in K-12 is traced to the middle of the 19th century, and psychometrics can be traced back to writings of Sir Francis Galton and Karl Pearson. Assessment and accountability didn't experience the same growth in higher education until the latter half of the 20th century. Nevertheless, assessment and accountability are now pervasive at all levels of our educational system. While assessment and accountability are widespread in higher education, psychometrics is a fairly recent focus. However, the importance of having psychometrically sound assessments has become a high priority for accreditation. The intent of this session is to bring together the higher education assessment literature with the psychometric literature. Focusing on how to practice sound assessment in higher education, this session will discuss methods to bring validity, reliability, and fairness to the psychometric practices of assessment in higher education.

11:00am – 12:00pm	**S Jose Bowen Book Signing**	Ballroom

Speakers: Jose A. Bowen

Jose Bowen will be signing copies of his books, *Teaching Naked* and *Teaching Naked Techniques,* immediately after his speaking session ends. Bring your copies of Jose's books or purchase books from Barnes & Noble.
Book Prices:
Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning - $38
Teaching Naked Techniques: A Practical Guide to Designing Better Classes - $32

12:00pm – 1:30pm	**Lunch On Your Own**	TBA
12:30pm – 1:30pm	**O Assessment as Research: An Open Conversation with ETS – College Programs**	Derby

Speakers: Ross Markle, Javarro Russell

In this complimentary luncheon, Senior Assessment Strategists from ETS will engage participants in an open dialog about the role of assessment in the teaching and learning process. ETS staff will gather feedback from participants to help ETS better support institutions in their assessment endeavors, and outline their vision for collaboration with institutions to help improve student learning and student success. **Limited seating is available – please visit the ETS table in the exhibit area to RSVP.**

1:30pm – 2:30pm	**E A Systematic Model of Outcomes Assessment and Program Improvement**	Regency South A

Speakers: Kathleen Gorski, Margaret Stemler

Discover how one institution revised their program review process from a paper report completed every five years to an efficient annual data driven practice of faculty reflection, program health and continuous Improvement. Examine how outcomes assessment and planning was systematically embedded and improved student learning assessment practices.

1:30pm – 2:30pm	**E Developing a Comprehensive Assessment Plan for Program and Student-Level Assessment**	Churchill Downs

Speakers: Kristi Cannon, Kelly Coker

This presentation will support academic departments and individual programs in developing a comprehensive assessment process that can assist with on-going evaluation of program-level and individual student-level performance. Using a model designed for a school of counseling with programmatic accreditation (CACREP), the presenters will outline the ways their comprehensive assessment plan, inclusive of a conceptual framework, designated program and student learning outcomes, and cycles of assessment were developed and used to evaluate key performance metrics established by their programs. Attendees will engage in interactive brainstorming activities through the use of technology and cloud-based assessment tools (so bring your mobile device!) in order to develop options for comprehensive assessment plans for their academic settings.

1:30pm – 2:30pm	**E How to Grow Assessment and Lead Change from the ground-up**	Hialeah

Speakers: Penny Bamford, Valerie Landau

Samuel Merritt University hit a tipping point. A cultural shift occurred. In 2016 over 50% of our faculty voluntarily experimented with new forms of pedagogy, gathered evidence about the impact on students, and wrote a brief report to share with colleagues. The 106 reports serve as evidence of an emerging culture of assessment. The reports also provide a roadmap for improving institutional support, by documenting barriers, and recommendations.

The origin of the transformation stems from an assessment methodology and online platform crafted to facilitate a continuous cycle of improvement of teaching and learning. The assessment software provides data visualization of the entire curriculum. At a glance, users can determine curricular strengths, weaknesses, and gaps and with click, see exemplars demonstrating student achievement of a particular learning outcome.

1:30pm – 2:30pm	**E Learning Outcomes Assessment: Trends, Implications, and Opportunities for Higher Education**	Regency South B

Speakers: Karen Black, Stephen Hundley, Zachary McDougal

What are the latest trends in learning outcomes assessment in higher education? This session is informed by content from leaders of the Assessment Institute and editors of Assessment Update. The session will focus on assessment trends drawn from the past year's articles appearing in Assessment Update and presentations made at the Assessment Institute, with a particular emphasis on assessment related to community engagement, ePortfolios, faculty development, global learning, graduate/graduate professional education, high impact practices, and student affairs programs and services. Moreover, content from the Institute's partner, NILOA, will also be highlighted. Attendees will be provided an executive summary and presentation of trends, followed by an interactive audience discussion on the implications and opportunities that these trends hold for academic assessment, co-curricular assessment, faculty engagement, and improvement of student learning. Attendees will develop strategies to incorporate lessons learned from these trends into ongoing assessment research and practice.

1:30pm – 2:30pm	**I General Education Assessment: Successes and Challenges**	Ballroom

Moderators: Teresa Flateby

Speakers: Joan Hawthorne, Christopher Hightower, Sherry Marlow Ormsby, Terrel Rhodes

Do you have questions about your own general education assessment plans or are you curious about how others are approaching general education assessment? Panelists representing a variety of institutions and the Association of American Colleges and Universities, a leader in liberal and general education excellence, will discuss the structure of their general education programs and how these structures affect the strategies they use to assess general education, including the resulting challenges and benefits. Panelists will describe assessment plans implemented for their respective general education structures, which include the use of the AAC&U VALUE rubrics, their results, and the use of these results. In addition, trends in general education assessment, including specific examples, will be presented. Attendees will be invited to add to the discussion.

1:30pm – 2:30pm	**M Assessing Assessment: Are We Assessing What We Should Be Assessing?**	Shawnee/Cherokee

Speakers: Paul T. Busceni

Through discussion, this interactive session asks participants to reflect on their current institutional assessment practices, and the resulting program/institutional impact. Group work will be guided by focused questions designed for participants to dialog about current strategies, tools, and intended outcomes of their assessment plan, as well as stimulate recommendations for rethinking or revision of any aspect of the plan based on results.

1:30pm – 2:30pm	**M Converting Assessments in Traditional, Subject-Centered Courses into Outcome-Based Assessments**	Seneca/Iroquois

Speakers: Erin Hugus, Mary Tkatchov

Session will demonstrate a process for converting traditionally developed course assessments into quality outcome- or competency-based assessments using an iterative backward design model and competency-based assessment standards. Â Â Â Presenters will demonstrate strategies for redesigning subject-centered assessments with a focus on outcomes for authentic, experiential learning. Â Â Participants will work in groups as they apply outcome-based design methodology to an assessment from a time-based, subject-centered course to define outcomes, develop competency statements, and have a dialog about assessment revisions. Â Â Presenters will lead a discussion with participants about challenges and ideas for overcoming obstacles. Â Â Audience polling will be used to spark conversations about current practices and generate ideas about how the competency-based model can be applied at their institutions.

1:30pm – 2:30pm	**M Designing Meaningful Institutional Assessment Plans: Putting it All Together**	Keeneland

Speakers: Catherine Wehlburg

Institutions with regional accreditation now have access to a great deal of information about developing assessment plans and many fine examples of general education assessments, academic department assessment plans, and a plethora of student affairs and student support assessment plans. But many institutions are lacking in the overall institutional level assessment planning that goes beyond general education. This session will describe ways to think about what the institution says it will do and ways to incorporate the mission, vision, and values of an institution into the assessment planning process.

1:30pm – 2:30pm	**M Engaging faculty: the role of protocols in meaningful assessment**	Gulfstream

Speakers: Bridget Lepore

Faculty are an integral part of meaningful work however engaging faculty in assessment can be difficult, even with the most motivated and dedicated individuals. In this session, participants will become familiar with and use protocols, a formal set of steps agreed upon by a group, to engage around and with assessment data.

1:30pm – 2:30pm	**M The Quest for Continuous Student Learning Improvement: A Case Study from a Large Community College on Building a Culture of Assessment**	Oaks

Speakers: Sharon Karkehabadi

Building a vigorous assessment culture, which includes continuous actions to improve student learning, can be a challenge in today's hectic higher education setting. This presentation will share the journey of a large community college to create a culture of continuous assessment. Using Joseph Campbell's framework of a â€˜Heroes Journey', participants will explore obstacles encountered as well as strategies used to overcome challenges. Attention will be

given to identifying steps in the change process and supporting faculty throughout the journey.

2:45pm – 3:45pm	**E A stakeholder-involved process for reviewing courses in a medical school**	Churchill Downs

Speakers: Nancy Shane

This presentation reviews the continuous program improvement process a school of medicine recently designed to improve school goals for student success, active learning, student satisfaction, and balance between structured and independent learning. The process begins with a small evaluation team of students and faculty who review a course, draft recommendations, and lead a discussion about findings to the large Curriculum Committee. The Curriculum Committee finalizes recommendations for each course and tracks their success over time. The presenter will describe process outcomes after the first year of implementation, in which 13 courses were reviewed. She will also describe the unclear policies the that the process has helped to uncover, and lessons learned/ adjustments made along the way. She will describe how this process addresses important current concepts in higher education assessment, including faculty and student involvement and the balance accountability (external use of findings) and education program improvement (internal use). This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

2:45pm – 3:45pm	**E Assessing Improvement in Critical Thinking in Philosophy**	Oaks

Speakers: Don Jones

This session is for higher education faculty and administrators who want to develop specific ways to assess improvement in critical thinking in philosophy and related disciplines. I present three novel criteria that can be measured and that seem correlated with improvement in critical thinking.

The study of philosophy is widely touted as leading to improvements in critical thinking. What is the evidence for this? What would we like philosophy students and students of similar disciplines to get better at? What can be measured? This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

2:45pm – 3:45pm	**E Assessment: The Pathway Toward Student Success**	Churchill Downs

Speakers: Jame'l Hodges, Josh Koller

Students are the real winners when the Division of Student Affairs began to embrace assessment as part of its culture. At a time were performance based funding is on the rise, it is imperative to make data driven decisions and to assess the learning and performance outcomes for student programs and services.
Additionally, the Division began to update and enhance its operations and processes. This session will focus on the use of assessment and results for improvement at Tennessee State University through collaboration between the Division of Student Affairs and the assessment office. The tools, techniques, and results of assessment planning will be discussed as well as the challenges of moving toward an assessment culture in Student Affairs. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

2:45pm – 3:45pm	**E Eating Our OATS: Using the Outcomes Alignment Template**	Regency South A

Speakers: Erin Crisp

As technology tools progressively improve in their ability to aggregate and display learning outcome data, our processes for inputting data continue to shift as well. With the increasingly common use of learning management systems used for learning outcome data collection, comes the need for one consistent method to translate unique academic program assessment needs into a format that can be efficiently implemented within the LMS. Faculty at our institution have expressed their appreciation for the Outcome Alignment Template (OAT) now in use by all academic programs. Not only has it enabled efficiencies for the office of academic assessment, but faculty express that they now understand program mapping, outcomes alignment, formative assessment, and summative assessment more deeply. They express, "The OAT makes it so easy. I know exactly what's expected. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

2:45pm – 3:45pm	**E Enhancing the Value of Assessment: Developing and Fostering Affective Outcomes	ENCORE SESSION**	
	Speakers: Teresa Flateby, Delena Gatch	Shawnee/Cherokee

Promoting the value of assessment as internally-driven, rather than externally-mandated or administratively-initiated, can be challenging. This session will explore strategies developed to 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 Office's assessment planning and reporting 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. The evolution of our comprehensive and coordinated assessment process as well as tools designed to engage all programs in the assessment cycle for improvement purposes will be shared. Participants will be guided through the process of writing an outcome to address the value of assessment, planning implementation strategies to foster this new outcome, and exploring potential measurement tools to analyze progress toward achieving this value outcome.

2:45pm – 3:45pm	**E Focus on Faculty: Improving Assessment Quality through Faculty Development	ENCORE SESSION**	Gulfstream

Speakers: Alana Malik, Angela Paprocki, Constance Shriner

Do faculty members see the value of assessment in their own day-to-day practice? Are faculty members too busy teaching to worry about assessment? This session will share a strategy to engage faculty members in learning more about assessment, contributing to the development of a positive assessment culture on campus. Two years ago, the University of Toledo adopted a revised version of Ohio State University's Course Design Institute to provide a concentrated, week-long professional development opportunity in course design for our faculty. One of the best outcomes of the program is our participants gained a rich appreciation of the connection between curriculum design and assessment. This session will outline our program, emphasizing how we added follow-up mechanisms to measure additional evidence of the program's impact on improved teaching and nurturing a positive assessment culture on campus. Data regarding how faculty integrated and adopted CDI content into their courses will be shared. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 2:45pm – 3:45pm | **E** **Integrating Academic Program Review and Program Assessment** | Seneca/Iroquois |

Speakers: Jessica Addy, Cathy Barrette

Discussions about academic program review (APR) and program assessment are common, yet rarely explore how the two can be mutually supportive. When integrated, APR lends importance to annual assessment activities, while annual assessment provides longitudinal evidence and better prepares programs for APR evaluations. This presentation describes the ongoing development of strategies for increasing the usefulness and integration of both processes at Wayne State University (WSU).

Until 2014, APR at WSU included program assessment discussions without underlying systematic institutional assessment processes. In 2014, new support for assessment and changes to leadership in both processes created an opportunity to rethink the purpose and procedures of APR and assessment and the relationship between them. As a result, WSU implemented various strategies to better integrate the two process. The strategies and benefits will be discussed.

This session will interest individuals holding administrative roles associated with assessment, institutional effectiveness, APR, and integrated planning. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 2:45pm – 3:45pm | **E** **Visualizing data: Tailoring Data Presentations to your Audience** | Keeneland |

Speakers: Scott Benson, Kimberly Green, Nancy Quam-Wickham

Data collection, analysis and dissemination play an increasingly important role in higher education as organizations seek to use assessment results to inform decision-making to improve their programs. Assessment professionals need to effectively prepare complex data to share with faculty and administration for discussion and use, in ways that can engage people who bring a range of familiarity with quantitative and qualitative data analysis. Key to effectiveness is choosing appropriate ways to visually display data -- representing results to clearly and efficiently communicate data so stakeholders can easily understand and interpret it in meaningful ways.

This session will share considerations and approaches to data visualization used by the members of our assessment office at Washington State University and elsewhere, with examples from different disciplinary and university contexts. Participants will identify techniques they can apply in improving data visualization for discussion with faculty or other constituents. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 2:45pm – 3:45pm | **M** **Fostering a culture of evidence: Using Data to Transform Academic Program Reviews** | Keeneland |

Speakers: Robert Lucio

Having access to evidence is only one step the first step in making sure that the data provided is used by stakeholders. Incorporating Dashboards and readily accessible data into the broader processes of helping programs improve has assisted departments in utilizing evidence to draw conclusions and insight into which actions to take. Through the adoption of processes around the development of dashboards, the presentation of evidence, and interpretation of findings, we have begun to ensure that we are more efficient in presenting one truth which ultimately leads to data informed decision making.

We have developed over 20 dashboards that directly support the academic program review process including enrollments, graduation & retention rates, and direct/indirect evidence of student learning. We will also discuss how each program is supported in the use of the dashboards through trainings on how to navigate, interpret, and utilize each data source to make evidence informed decisions. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

| 2:45pm – 3:45pm | **M** **It's More than a Map: A Multi-focused Approach to Institution-Wide Competency Mapping** | Regency South A |

Speakers: Peggy Simpson

Thoughtfully planned curriculum maps and a university-wide approach can support the foundation for strong assessment. This presentation discusses a process of: configuring outcomes; curriculum; and assessment. Unique to this approach is an integrated relationship between University (general education) outcomes, program outcomes, curriculum maps, and assessment strategies, allowing for the creation and implementation of actionable steps to improve student success and academic effectiveness in an environment focusing on continuous improvement. Demonstrating one institution's curriculum mapping tool, an example of how institutions can demonstrate a balance of

Bloom's Taxonomy leveling and support a structure for Common Assignment assessment rubrics to drive action steps toward continuous improvement in curriculum and essential student preparedness and academic success will be discussed. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

2:45pm – 3:45pm	**H Communication in the Discipline: An Assessment of Student Achievement**	Oaks

Speakers: Chanson Davenport, Tara Rose, Abigail Stockwell

This session outlines findings from a research project conducted at the University of Kentucky regarding the assessment of communication in the discipline. Using the Written Communication VALUE rubric, two separate university-wide initiatives, Presentation U (UK's Quality Enhancement Plan) and Multi-State Collaborative data are compared to assess student learning/performance in written communication. Participants will be provided with meaningful data that can be translated into best practice and decision-making processes at their respective institutions. Participants will also have the opportunity to engage in a discussion regarding the merit of communication instruction in the discipline. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

2:45pm – 3:45pm	**H Exploring Assessment Impact: A case study of program assessment in a liberal arts major**	Gulfstream

Speakers: Bonnie Sylwester

As Ewell, Paulson, and Kinzie (2011) have noted, to better understand assessment practice, we need a deeper understanding of how individual programs are engaging in assessment and what kinds of impacts assessment has at the program level. In this session, I report on an in-depth case study of the process and impacts of assessment on an undergraduate academic program. Over a two-year period I collected data on the assessment process and impacts for a liberal arts major and analyzed the data using an adapted version of Lattuca, Terenzini, and Volkwein's (2006) framework for assessment impact. This presentation reports on the impacts of both process and findings to the faculty culture, curriculum and instruction, policies and practices, and student experiences. Findings point to the importance of process use in assessment. They also raise questions about how we conceptualize and present assessment impact. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

2:45pm – 3:45pm	**H Giving Faculty a Voice: Perceptions on Barriers and Enablers**	Seneca/Iroquois

Speakers: Brandon Combs

Faculty buy-in and support are necessary for the successful implementation of programmatic and institutional assessment. This presentation explores the implementation of assessment at the University of Central Arkansas in a post-monitoring environment stymied by leadership change. The presenter will discuss the steps taken toward developing a positive assessment culture. This discussion includes the results from a faculty survey exploring perceived enablers and barriers to assessment and continuous improvement. This is a 30-minute session shared in a one-hour slot. Two presentations will be given during this time period.

2:45pm – 3:45pm	**H Discussions from The State of Affairs of Assessment in Higher Education | Sponsored Session**	Hialeah

Moderators: Dara Wexler

2:45pm – 3:45pm	**S Topical Interest Groups**	Regency South B

Each Topical Interest Group table will be a small and informal discussion-based gathering aimed at building networks and exploring ideas. There is no formal presentation; instead, the table facilitator ensures there is time for introductions and comes with a question or idea to spark discussion on the focal topic area.

1. Applying to PhD programs & searching for a job (facilitator: Shannon Milligan)
2. Assessment to improve learning: co-curricular & student affairs programs (facilitator: Moreen Carvan)
3. Assessment to improve learning: community colleges (facilitator: tba)
4. Assessment to improve learning: creative arts programs (facilitator: George Smeaton
5. Assessment to improve learning: general education programs (facilitator: Catherine Wehlburg)
6. Campus/faculty engagement in assessment activities (facilitator: Cyndi Louden)
7. Data analysis, interpretation & use (facilitator: Sharron Ronco)
8. Program review (facilitator: Kathleen Gorski)
9. Learn to edit the AALHE Wikipedia pages (facilitator: Andre Foisy)

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4:00pm – 5:00pm	**S Looking Ahead: The Future of Assessment**	Ballroom

Moderators: Rebecca Dueben

Speakers: Jonathan Keiser, David Marshall, Terrel Rhodes, Helen Stubbs

How will assessment affect education in the future? What is the role of AALHE on influencing education policy? This closing panel session will explore predictions and hopes for the ways assessment and AALHE can influence the future of education. Celebrate the end of the conference with us: light refreshments and chances to win a variety of

prizes, including free registration to the 2018 AALHE conference in Salt Lake City, Utah. (Must be present to win.)

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