



2013

**AALHE**

Association for the Assessment  
of Learning in Higher Education



Dear Fellow Assessment Professionals:

Welcome to the 2013 AALHE Annual Conference! This year's theme, *Juggling Conflicting Priorities: Rethinking What We Thought*, emerges from the daily irony of current assessment practice – that while for more than twenty years assessment folk in higher education have pressed hard to establish assessment of student learning and to use the resulting information to improve learning, we have in fact made very little progress, and have even found at times that our best efforts have only reified existing, failed methods. It is time to reflect on what we have done and where the practice of higher education assessment should be going; it is time to question even our most basic assumptions. As we noted in this year's *Call for Proposals*, we are entering an era in this young discipline in which assessment practitioners must balance increasingly complex issues that have no easy solutions, but which extend to us the opportunity to define new, interesting, and lasting approaches to assessment and improvement of learning.

In this third year of the organization's existence, AALHE returns home to the bluegrass and rolling hills of Lexington, KY. The return to our place of origin prompts reflection about where and how we began, to compare our beginnings to where we are now, and affords the opportunity to consider the progress we have made towards our goals. The sessions and workshops included in this year's conference program present a variety of perspectives on the best way forward, and taken together, trace out a pathway for the future.

The year since our last conference has seen particular attention given by AALHE standing committees to how we collect data for and about our members, including both "behind-the-screen" website improvements and a member survey aimed at collecting information on how the organization can best serve its membership now and in future. The organization has expanded its ability to communicate with our members and the higher education community at large through both social media such as Facebook and Twitter, and the launching of *Intersection*, the AALHE quarterly newsletter. Perhaps most importantly, we have been hard at work on professional development resources and services for assessment practitioners, including a series of online webinars, the first of which is scheduled for exclusive release to AALHE members in September 2013. A number of other strategic initiatives are on the front burner for AY 2013-2014.

Finally, as a member-supported, non-profit organization committed to improving assessment of learning in higher education, the AALHE's ability to provide resources and services is dependent on the knowledge, skills, and personal commitment of member-volunteers. I want to urge you to help us in these efforts. You can volunteer by contacting AALHE staff at [Info@AALHE.org](mailto:Info@AALHE.org), or contacting me directly at [MWatson@AALHE.org](mailto:MWatson@AALHE.org).

Enjoy the Third Annual AALHE Conference!

**Marsha Watson, Ph.D.**

**President, Board of Directors**

Association for Assessment of Learning in Higher Education

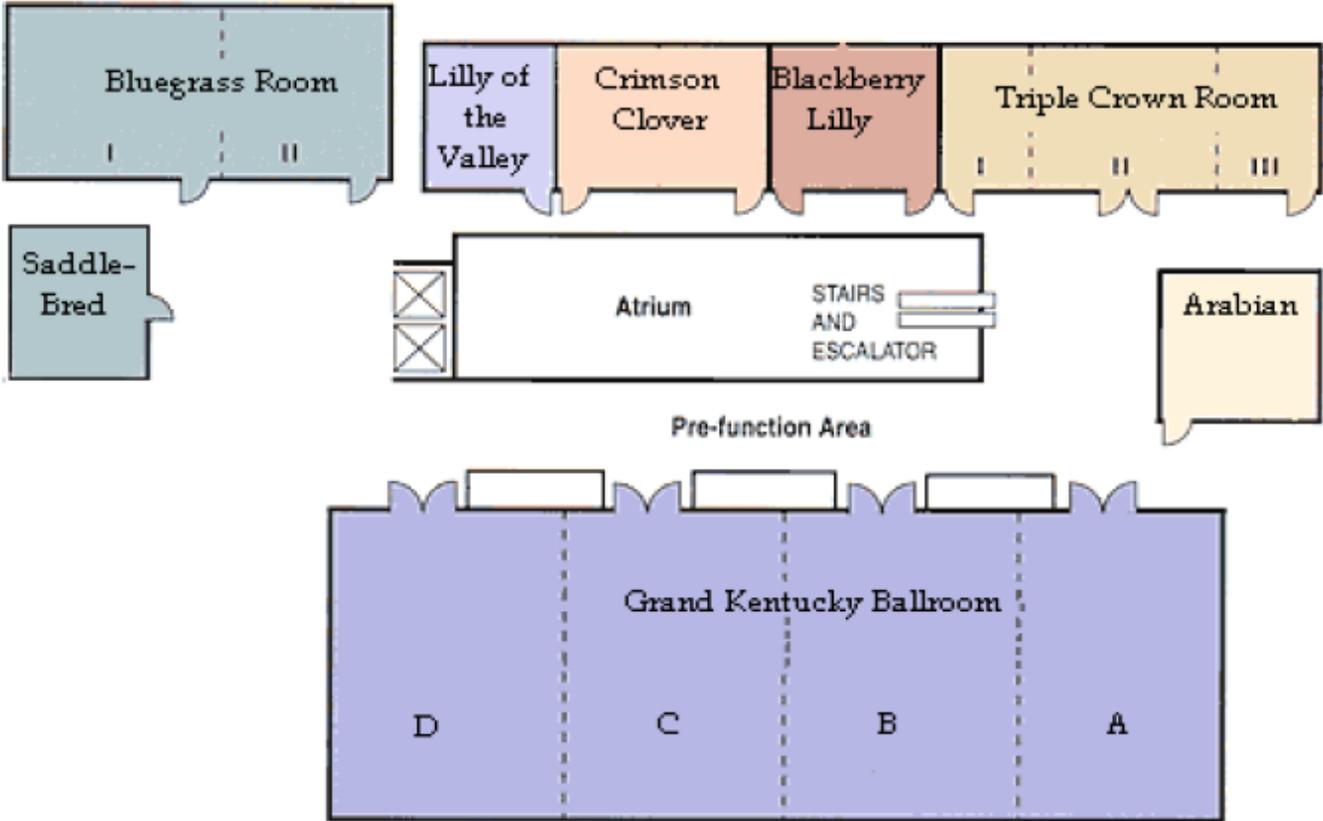
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**Hilton**

**Lexington/Downtown**



# GENERAL INFORMATION

## Meeting Locations

All AALHE 2013 Annual Conference sessions will be held at the Hilton Lexington/Downtown Hotel in Lexington, KY.

## Registration Hours

The schedule for onsite registration is:

<i>Sunday, June 2</i>	12:00 PM—3:00 PM
<i>Monday, June 3</i>	9:00 AM—6:00 PM
<i>Tuesday, June 4</i>	7:00 AM—5:00 PM
<i>Wednesday, June 5</i>	7:00 AM—12:15 PM

## Exhibit Hours

<i>Monday, June 3</i>	12:00 PM—6:00 PM
<i>Tuesday, June 4</i>	8:00 AM—5:00 PM
<i>Wednesday, June 5</i>	8:00 AM—12:30 PM

## Reception—Magnolia Room (1st Floor)

Monday, June 3	6:15 PM—7:15 PM
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## Breakfast and Lunch Breaks

Complimentary breakfasts and lunch will be available:

<i>Tuesday, June 4</i>	
<i>Continental breakfast</i>	7:00 AM—8:00 AM
<i>Lunch</i>	12:30 PM—1:30 PM
<i>Wednesday, June 5</i>	
<i>Continental breakfast</i>	7:00 AM—8:00 AM

## Internet Access

Complimentary wireless internet is available in all meeting and hotel rooms.

## Lost and Found

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

## Cell Phones and Smart Phones

As a courtesy to speakers and attendees, please turn off or silence your phone when attending sessions.

## Smoking/Non-Smoking

Smoking is prohibited in all convention areas.

## Time Zones

Lexington, Kentucky is located in the Eastern Standard Time (EST) Zone. If you traveled from a time zone other than this, please set your watches and clocks to EST so as not to miss any AALHE 2013 Conference events.

## Attire

The attire for all events is business casual. Meeting room temperatures and personal comfort vary. Please plan accordingly.

# CONFERENCE OVERVIEW

<b>Monday, June 3</b>	<b>Description</b>	<b>Time</b>	<b>Location</b>	<b>Page</b>
Keynote	Opening plenary session with Linda Suskie	12:00 –1:30 PM	Ballroom A &B	10
Sessions	Various presentations & workshops	1:45—6:15 PM	Hilton Downtown: Various rooms	10
Event	Opening reception (Complimentary)	6:15—7:15 PM	Magnolia Room	4
Resources	Registration/Information	9:00 AM—6:00 PM	Pre-function Area	4

<b>Tuesday, June 4</b>	<b>Description</b>	<b>Time</b>	<b>Location</b>	<b>Page</b>
Events	Continental breakfast (complimentary) and business meeting	7:00—8:00 AM	Ballroom A & B	16
Sessions	Various presentations & workshops	8:15 AM—11:15 AM	Hilton Downtown: Various rooms	16
Conversations with Assessment Experts	Roundtable discussions with Assessment Experts	11:30 AM—12:15 PM	Ballroom C	18
Plenary/Luncheon	Plenary session with Dr. Janice Denton	12:30 –2:30 PM	Ballroom A &B	19
Sessions	Various presentations & workshops	2:45—5:00 PM	Hilton Downtown: Various rooms	19
Resources	Registration/Information	7:00 AM—5:00 PM	Pre-function Area	4

<b>Wednesday, June 5</b>	<b>Description</b>	<b>Time</b>	<b>Location</b>	<b>Page</b>
Events	Continental Breakfast (complimentary)	7:00—8:00 AM	Pre-function Area	24
Plenary	Plenary session with Dr. James Anderson	8:15—11:15 AM	Ballroom A &B	24
Sessions	Various presentations & workshops	11:30 AM—12:15 PM	Hilton Downtown: Various rooms	24
Resources	Registration/Information	7:00 AM—12:30 PM	Pre-function Area	4

# KEYNOTE SPEAKERS

Monday, June 3, 2013; 12:00—1:30 PM

Hilton Lexington/Downtown: Grand Kentucky Ballroom A

## *Why Are We Assessing?*



### **Linda Suskie, Assessment and Accreditation Consultant**

Linda Suskie is an internationally recognized consultant, writer, speaker, and educator on a broad variety of higher education assessment and accreditation topics. Her latest publication, the second edition of *Assessing Student Learning: A Common Sense Guide* (Jossey-Bass, 2009) ranks consistently as one of the top-selling books on assessment in higher education.

Prior positions include serving as a vice president at the Middle States Commission on Higher Education and as director of the American Association for Higher Education's Assessment Forum. Her over 35 years of experience in college and university administration include work in assessment, institutional research, strategic planning, and quality management.

Linda has taught undergraduate and graduate courses in assessment, educational research methods, writing, statistics, and developmental mathematics. She holds a bachelor's degree in quantitative studies from Johns Hopkins University and a master's in educational measurement and statistics from the University of Iowa.

### **Keynote introductions by:**

**Dr. Aaron Thompson, Senior Vice President for Academic Affairs at the Kentucky Council on Postsecondary Education, Professor of Sociology in the Department of Educational Leadership, Eastern Kentucky University**



Thompson has researched, taught and/or consulted in areas of assessment, diversity, leadership, ethics, research methodology and social statistics, multicultural families, race and ethnic relations, student success, first-year students, retention, and organizational design. He is nationally recognized in the areas of educational attainment and academic success, leadership, diversity and cultural competence, law enforcement training, curriculum development, African American fatherhood, divorce in the Black family, and Black and White differences in marital expectations.

He has more than 30 publications and numerous research and peer reviewed presentations. Thompson has traveled over the U.S. and internationally and has given more than 700 workshops, seminars and invited lectures in areas of leadership, strategic planning, race and gender diversity, living an unbiased life, overcoming obstacles to gain success, adult learners, creating a school environment for academic success, cultural competence, workplace interaction, organizational goal setting, building relationships, the first-year seminar, and a variety of other topics.

## PLENARY SPEAKERS

**Tuesday, June 4, 2013; 12:30—2:30 PM**

**Hilton Lexington/Downtown: Grand Kentucky Ballroom A**

***Connecting Scholarly Learning: Reframing the Assessment Conversation***

**Dr. Janice M. Denton**, *Professor and Head of Department of Chemistry, University of Cincinnati Blue Ash College*

Janice Denton is Professor and Head of the Chemistry Department at the University of Cincinnati Blue Ash College. She is a member of the university's Academy of Fellows for Teaching and Learning and was awarded the Blue Ash College Distinguished Teaching Award in 2001. She has presented workshops and papers at regional and national assessment and teaching conferences and has worked with faculty on student learning and classroom-based assessment at many colleges and universities across the country. Since 2005, she has been mentoring institutions that participate in the assessment academy and workshops offered by Higher Learning Commission. Her most recent work involves developing a peer review of scholarly teaching learning community.



**Wednesday, June 5, 2013; 8:00—9:00 AM**

**Hilton Lexington/Downtown: Grand Kentucky Ballroom A**

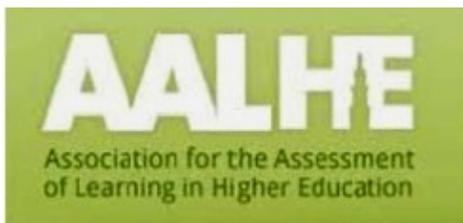
***How Will New Political Pressures Reshape Our Thinking About Quality, Competencies, Learning Outcomes, and Accreditation?***

**Dr. James A. Anderson**, *Chancellor and Professor, Fayetteville State University*

Dr. James A. Anderson serves as Chancellor and Professor of Psychology at Fayetteville State University. He is completing his fifth year in that position. He is committed to making FSU a university of choice through advanced technology, new cutting edge academic programs, expanded partnerships with the community and educational institutions, globalism, student success, and professional development for faculty, staff and students. Anderson's research and writing have focused on the assessment of student learning, the interaction between diverse student learning styles and instructor teaching styles, as well as the impact of diversity on student learning, retention, and overall institutional effectiveness. He is the author or co-author of numerous books, including "The Unfinished Agenda: Brown v. Board of Education" (2004) and "Driving Change through Diversity and Globalization—Transformative Leadership in the Academy" (2007).



## ABOUT AALHE



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

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

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

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

## ON THE COVER

### **New Harmony, Scanner as Camera, by Ruth Adams**

Ruth Adams, a nationally recognized artist, is the Associate Director of the School of Art and Visual Studies and an Associate Professor of Art at the University of Kentucky. Ruth's photography deals with issues of intimacy, voyeurism, mindfulness, death and rebirth. She is best known for her series *unremarkable: a journey through cancer, chemotherapy, radiation and recovery*. She loves combining new imaging technologies with the traditional sensibilities of a photographer and is one of the pioneers in the field of Scanner Art. She has exhibited internationally, won numerous awards and grants, and her photographs hang in numerous private and public collections. Ruth holds an MFA in Photography and Digital Art from the University Of Miami, a BFA in Photography from Rochester Institute of Technology, and a BS in Computer Science from Syracuse University. An experienced photographer, digital artist, and educator, Ruth has developed a reputation as a dynamic instructor and an innovative artist, and has enjoyed introducing students and patrons of the arts to the new world of digital applications available to the traditional photographer.

You can see Ruth's work at [www.RuthAdamsPhotography.com](http://www.RuthAdamsPhotography.com).

2013 ANNUAL CONFERENCE

June 3–5, 2013 ♦ Lexington, KY

## ***JUGGLING CONFLICTING PRIORITIES: RETHINKING WHAT WE THOUGHT***

### PROGRAM THEMES

**Theme 1: Efficient and Effective Assessment Systems**

**Theme 2: Making Data Analysis Meaningful for Stakeholders**

**Theme 3: Improving Learning through Assessment Practice**

### STRAND CONNECTIONS

**Strand 1: Engaging Different Constituencies**

**Strand 2: Developing Meaningful Assessment Practices and Results**

**Strand 3: Assessment Strategies that Improve Learning**

**Strand 4: Developing Assessment Champions**

**Strand 5: Deriving Meaning from Data**

**Strand 6: Assessing Institutional Outcomes**

**Strand 7: Assessing Co-Curricular Learning**

**Strand 8: Designing Assessment That Serves Internal and External Needs**

### AUDIENCE LEVELS

**Beginner**

**Intermediate**

**Advanced**

# Monday, June 3

12:00 — 1:30 PM

## KEYNOTE

### Why Are We Assessing?

#### Ballroom A & B

With all the focus on accreditation and accountability, it's easy to lose sight of the true purpose of assessment: helping our students get the best possible education. How can we get back on track? Linda Suskie will briefly review the history of the assessment movement, speculate about the future, and offer some thoughts on how to focus assessment on its fundamental role as a natural, implicit part of the teaching-learning process.

*Linda Suskie, Assessment and Accreditation Consultant*

es survey results and then uses a cross-functional Action Team to guide multiple stakeholder focus groups into developing improvements. UCO has successfully improved its NSSE results for the past decade and is replicating the process with other survey results. Participants will receive practical guidance on how this approach can be included in their institution.

*Dr. Chuck Hughes, Associate Vice President, Academic Effectiveness, University of Central Oklahoma*

*Dr. Ed Cunliff, Professor, Adult and Higher Education, University of Central Oklahoma*

**Themes 1, 2 & 3, Strands 1, 2, 5 & 6, All Levels**

1:45 — 3:00 PM

### The Singularity is Near: How Authentic Assessment Can Save Higher Education

#### Triple Crown I & II

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

*David Eubanks, Associate Dean of Faculty for Institutional Research and Assessment, Eckerd College*

*David Gliem, Associate Professor of Art History, Eckerd College*

**Theme 3, Strands 2, 3, & 8, All Levels**

### A Systematic Approach to Prioritizing and Improving Institutional Survey Results

#### Triple Crown III

This session describes how the University of Central Oklahoma (UCO) uses a systematic approach to the prioritization and evaluation of comparative survey results. The process prioritiz-

### Using Assessment to Increase the Level of Urgency for Change on Campus

#### Blackberry Lilly

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

*Lion F. Gardiner, Professor Emeritus, Rutgers University*

**Themes 1, 2 & 3, Strands 1, 2, 3, 4, 5, 6 & 8, All Levels**

### Coordinating External Academic Program Reviews: What works?

#### Crimson Clover

External program reviews for academic programs are becoming common as a means for assessing programs and to use feedback for improvement at the curricular and administrative levels. Each program review is an opportunity for the department and the institution to take a comprehensive look at the

program to clearly state and then evaluate strengths and weaknesses, and to assess its future. Setting up these reviews can be a time consuming process, however. This session is designed to describe models for external reviews and share useful data from successful reviews.

**Catherine Wehlburg**, Associate Provost, Texas Christian University

*Themes 1 & 2, Strands 3, 4, & 8, All Levels*

### **System-wide Student Learner Outcomes & Accountability** **Lilly of the Valley**

The Texas A&M University System has adopted a common measure for their system-wide learner outcomes which will be implemented by all 11 A&M System institutions. Through this effort, they have developed a standard reporting template for assessment, measurement, and improvement of student learning. One of the major resources for this endeavor was the use of the Degree Qualification Profile. This session will discuss how the A&M System created these common learner outcomes and measures and how accountability is implemented.

**Irma Harper**, Assistant Vice Chancellor, Texas A&M University System

*Theme 1, Strands 1 & 6, All Levels*

### **Calculating, Reporting, and Using Outcome Attainment Values for Educational Decision Making** **Bluegrass II**

This session shows how to calculate, interpret, and use outcome attainment values to measure student attainment of learning outcomes. A proven three-level model is used that links student learning outcome statements to test items so that the outcome attainment values are valid and meaningful. Course attainment values can then be linked to program and

institutional goals. ExamSoft technology will be shown that will produce meaningful outcome data, including individual student outcome attainment and risk management.

**Ronald Carriveau**, QEP Assistant Director; Outcomes, Assessment and Measurement Specialist, University of North Texas

*Themes 1, 2 & 3, Strands 2, 3, 5 & 6, Intermediate & Advanced*

### **Heading Toward the Tipping Point?** **Bluegrass I**

As faculty leaders, we wonder when faculty members' knowledge of assessment will reach a tipping point, becoming a "change that cannot be stopped" instead of a wall to be surmounted. (Please soon!!!) We will:

- Provide an overview of Portland Community College's faculty-led assessment process
- Run an interactive (clicker) activity which helps faculty overcome internal resistance, allowing a clear-eyed focus on grades as a true (or not) indicator of student learning
- Provide descriptions of our own upheavals and personal tipping points

**Michele Marden**, Learning Assessment Council, Chair; Mathematics Faculty, Portland Community College

**Wayne Hooke**, Learning Assessment Council, Vice Chair; Psychology Faculty, Portland Community College

**Shirlee Geiger**, Learning Assessment Council, Former Chair; Philosophy Faculty, Portland Community College

*Theme 3, Strands 2, 3 & 4, All Levels*

### **Strategies for Meaningful Annual Assessment Reporting** **Ballroom A**

Faculty and administrators can see reporting as busywork, unless results are communicated and used to make meaningful improvements. Participants will come away from this session with concrete strategies and report template samples for building an effective annual reporting system for undergradu-

# Monday, June 3

1:45 — 3:00 PM

ate academic program assessment. We will focus on how to choose which questions to ask, how to ask them, how to communicate results, and how to manage the flow of reporting communication so that assessment can be used in meaningful ways.

*Elizabeth Carney, Assessment Specialist, Washington State University*

*Becky Dueben, Assessment Specialist, Washington State University*

*Kimberly Green, Director of the Office of Assessment of Teaching and Learning, Director of Institutional Accreditation, Washington State University*

**Theme 1, Strands 2 & 5, Beginner**

## Examining Rubric Design and Inter-rater Reliability: a Fun Grading Project Ballroom B

A fun full-day grading project was conducted successfully among 18 volunteered faculty members who graded 240 student papers. The project was to examine the design and inter-rater reliability of a common rubric that was designed to measure four core student learning areas (written communication, critical thinking, information literacy and technology fluency). This presentation will share and discuss the results, challenges and practical strategies of developing meaningful assessment practices and making data-driven decisions.

*Yan Zhang Cooksey, Director of Learning Outcomes Assessment, University of Maryland University College*

**Themes 1 & 2, Strands 1, 2, 3, & 5, Intermediate**

3:15 — 5:15 PM

## Assessing with the End in Mind—Backward Design to Achieve Program Outcomes Bluegrass Room II

Programmatic assessment of student achievement of ability outcomes is essential. Presenters will describe their work with the American Association of Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) project, a set of assessment rubrics stemming from AAC&U's Liberal Education and America's Promise (LEAP) initiative. The VALUE rubrics contribute to national dialogue on student learning and shared understanding of ability outcome achievement. Participants will gain hands-on experience with using the VALUE rubrics as a program assessment tool.

*Brenda L. Gleason, PharmD, Associate Dean for Academic Affairs, St. Louis College of Pharmacy*

*Kimberly J. Kilgore, PhD, Dean of Arts & Sciences, Vice President of Student Affairs, St. Louis College of Pharmacy*

**Themes 1, 2 & 3, Strands 2, 3, 4, 5 & 6, All Levels**

## Where the Rubber Meets the Road: Effective Classroom Assessment Blackberry Lilly

Good assessment practices serve multiple purposes: setting expectations for students, providing feedback on their performance and providing feedback to the instructor that can be used to improve student performance. Many instructors, however, are reluctant to use rubrics in the context of complex, higher order writing assignments. This workshop will start with the development of a rubric based on several samples of student writing on a medical ethics topic. After development of a partial rubric, we will then look at how the application of rubrics for grading and assessment in an electronic medium can provide efficient methods for feedback to instructor and students alike. We will examine the use of rubrics for grading/classroom assessment and for student peer review.

*Curt Naser, Facilitator for Academic Assessment, Fairfield University*

*Themes 1, 2 & 3, Strands 2 & 3, All Levels*

## **Developmental Interviews for Rubrics in STEM, Design, and Text Fields Triple Crown I & II**

Developmental interviewing is a growing technique for generating rubrics. The NRC's "Next Generation Science Standards" stress learning progressions use in STEM fields in public education. Developmental rubrics were shown to be highly effective at discriminating what works from what does not work in design fields. In addition, those whose expertise focuses on textual analysis produce extremely better discrimination of student performance compared to other assessments. The workshop will help participants address these different areas of expertise to create developmental rubrics.

*David Dirlam, Director of Institutional Effectiveness and Accreditation, Virginia Wesleyan College*

*Themes 1, 2 & 3, Strands 1, 2, 3, 4, 5, 7 & 8, All Levels*

## **Learn By Doing: A Hands-on Approach to Writing Effective Multiple Choice Assessments Crimson Clover**

This session is built upon the idea of "learning by doing" by giving participants a hands-on tutorial on multiple choice assessment construction. The speaker uses a mix of discussion and application to share best practices for: (1) writing measurable learning objectives and test blueprints; (2) creating effective item prompts; and (3) choosing high-quality answer choices. Under-riding these three topics is a focus on real-world application rather than rote memorization as well as making results useful to student and instructor alike.

*Patrick Barlow, Graduate Research Assistant, The University of Tennessee*

*Themes 1 & 3, Strands 2, & 3, Beginner*

## **Rubrics, Calibration, and the Assessment of Information Literacy Lilly of the Valley**

Many institutions struggle with the assessment of student achievement of general education competencies. At Mercy College, we have developed a process to measure student achievement of information literacy, which is one of our general education competencies. This session will present the methods we use to measure student achievement of this competency and engage participants in a mock calibration session. A discussion of how assessment data can be used to improve the teaching and learning process will conclude the session.

*Victoria M. Ferrara, PhD, Director of Educational Assessment, Mercy College*

*Brook Stowe, Information Literacy and Assessment Librarian, Mercy College*

*Theme 3, Strands 2 & 3, All Levels*

## **Identifying Technological Solutions to Advance Institutional Assessment Practices Bluegrass Room I**

Assessment management technology has the potential to facilitate course, program and institutional assessment in support of student and organizational learning, accountability, and accreditation. Drawing on case studies, participants will consider how their institution's assessment culture, practices and needs for meaningful, impactful assessment findings intersect with technology selection and implementation. Participants will gain practical strategies, a basic plan, and example materials for pursuing an assessment management solution that advances, rather than drives, the institution's assessment practices and culture.

*Laura Martin, Coordinator for Institutional Assessment, University of California, Merced*

# Monday, June 3

5:30—6:15 PM

*Laurie Dodge, Associate Vice Chancellor for Institutional Planning and Assessment, Brandman University*

**Theme 1, Strands 2 & 5, Intermediate & Advanced**

5:30—6:15 PM

## Engaging with Assessment and the Degree Qualifications Profile: Institutions in Practice Bluegrass Room II

In 2011, Lumina Foundation for Education released a beta document referred to as the Degree Qualifications Profile or DQP. This interactive session will engage in dialogue with those interested in learning more about the DQP or hearing how institutions are using the DQP. A panel of institutional representatives doing innovative and engaging work with assessment in relation to the DQP will provide commentary and lead a discussion on the benefits and challenges of engaging in working with the DQP in relation to assessment of student learning.

*Natasha Jankowski, Assistant Director, National Institute for Learning Outcomes Assessment*

*Tami Eggleston, Associate Dean, Professor of Psychology, McKendree University*

*Errin Heyman, Director, Center for Excellence in Learning, Teaching and Assessment, West Coast University*

**Themes 1 & 3, Strands 3, 6 & 7, All levels**

## You Mean I Have to Assess That, Too? Support for Faculty Whose Courses Must Meet All College and Departmental Requirements Simultaneously Triple Crown III

At Dickinson College, a single course may fulfill all-college and programmatic requirements simultaneously. Articulating learning outcomes to meet multiple programmatic goals can appear to be an overwhelming task. We will describe the strategy used to recruit faculty to define learning goals, devel-

op assignments and analyze the results for courses that meet both all-college and programmatic goals. This strategy has been so well received that faculty have asked that we offer this same approach for other all-college requirements.

*Brenda Bretz, Associate Provost, Dickinson College*

**Themes 1 & 2, Strands 1 & 2, Beginner**

## Improving Student Learning with Effective Assessment & Actionable Data (A LiveText Sponsored Session) Blackberry Lilly

The presentation will focus attention on examples and best-practice models of university-wide assessment planning and implementation – collecting, measuring, reporting on, and using assessment data in meaningful ways to continuously improve. With hundreds of institutions using LiveText across the country, we will show you how faculty and administrators have used the most flexible, adaptable web-based e-Portfolio, assessment, and accreditation management technology to assist in evaluating and demonstrating performance-based student learning. The data collected has been used to make decisions that ultimately support improving academic offerings and student learning.

*Brian Zirlin, Educational Consultant, LiveText*

**Themes 1 & 2, Strands 1, 2, 3 & 5, Beginner & Intermediate**

## Engaging Diverse Perspectives: How do We Know If/When They Are? Triple Crown I & II

Although nearly all colleges and universities include “diversity” as a learning outcome, few have made progress in assessing students’ achievement of it—at the institutional, program, or course level. Using the Lumina Foundation’s Degree Qualifications Profile, presenters will lead a discussion exploring how colleges and universities have assessed (or might assess) students’ ability to “engage in diverse perspectives” at the associate, bachelor’s, and master’s level.

*Diane Nyhammer, CAO/Provost, Rock Valley College*

*Lisa Mehlig, Executive Director, Institutional Research, Rock Valley College*

**Theme 2, Strands 6 & 7, Intermediate**

### **Debunking the Myths Surrounding Student Success Lilly of the Valley**

The popularity of formative feedback assessments and their promise of improving student achievement in the higher-education environment continue to flourish. This session will explore the myths surrounding student achievement and the need to focus on influences that maximize learning. Specifically, the presentation will explore: Why is raising student achievement so hard? What is formative assessment, really? Relationship between formative assessments and competence-based learning. Providing feedback that maximizes the impact on learning. Why can formative feedback processes add tremendous value to blended learning environments?

*Dr. David W. Hickey, VP/CIO, Cincinnati State College, Northern Kentucky University*

**Theme 3, Strands 2 & 3, All Levels**

### **How to Use Assessment to Cross Artificial Boundaries to Advance Student Growth Bluegrass Room II**

Education of the complete student has become more important in today's world. We will discuss how assessment was used to integrate academic and student support "sides" to advance student learning in and out of the classroom. LIU serves a cross-section of America's students, including a very large proportion of students who are the first in their family to attend college. Thus our experience and suggestions will provide practical applications to be used on home campuses.

*Margaret F. Boorstein, Professor of Geography and Co-chair Campus Outcomes Assessment Committee, LIU Post of Long*

*Island University*

*Lori Knapp, Deputy Vice President for Academic Affairs, Long Island University*

**Themes 1, 2 & 3, Strand 1, 3, 5 & 7, All Levels**

### **Difficult Dialogs: Framing Successful Assessment Conversations with Faculty (A Weave Sponsored Session) Crimson Clover**

Practical strategies for engaging in assessment conversations with faculty members will be presented with a focus on framing your approach for diverse disciplines. Faculty must drive assessment of student learning on a campus for the efforts to be genuine and productive but interactions with administrators charged with facilitating the process are often closed before they even begin. Insight and advice on overcoming difficult dialogs has been collected from assessment administrators and faculty members to inform the content of this presentation.

*Amy Dykens, EdD, Executive Director of Client Services, WEAVE*

**Themes 1 & 2, Strands 1, 2, 4 & 8, Beginner and intermediate**

## 6:15—7:15 PM

### RECEPTION

*Please join us for a complimentary reception for all conference attendees located in the Magnolia Room on the first floor of the Hilton Downtown Lexington hotel. Drinks and hors d'oeuvres will be served.*

# Tuesday, June 4

7:00—8:00 AM

## BUSINESS MEETING/BREAKFAST

*Please join us for a complimentary continental breakfast and to participate in the annual business meeting. The meeting will be held in Ballroom A.*

8:15—11:15 AM

## Applying the Steps of Assessment to Institutional Student Outcomes

### Triple Crown I & II

This workshop applies the steps of assessment to institutional student outcomes that cut across curricular and co-curricular programs. These outcomes may be identified in a statement of institutional competencies; be derived from a vision, mission and values statement; come from a strategic plan; or be part of another institutional initiative such as a Quality Enhancement Plan or an AQIP Action Project. The workshop will lead participants through four exercises resulting in a plan for assessing the outcomes on their campus. This session will be followed by a one-hour networking session in Ballroom A.

*Dr. Pamela Steinke, Assessment Coordinator, University of St. Francis*

*Dr. Carrie Zelna, Director of Assessment, Division of Academic and Student Affairs, North Carolina State University*

*Theme 2, Strand 6, Beginner*

## I Give Grades, Isn't That Assessment?

### Blackberry Lilly

Are grading and assessment the same? According to Walvoord and Anderson (1998), grades and assessment are attempts to identify what students have learned, but do so in different ways. The presenters will discuss the differences between grading and assessment. During a hands-on session, participants will experience both grading for the course and grading for assessment. They will evaluate student samples using two

different types of rubrics. Participants will grade the sample, then evaluate for program assessment. This session will be followed by a one-hour networking session in Ballroom A.

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

*Linda Denault, Professor of Elementary Education, Becker College*

*Theme 3, Strands 2 & 3, Intermediate*

## Getting off the Assessment Treadmill and onto the Cycle of Assessment

### Crimson Clover

Ever feel like your assessment process is like a treadmill? Do you continually collect data, but you never seems to go anywhere with student learning? This session will focus on how to move from just collecting data that satisfies a departmental or college wide requirement to focus on student learning in the classroom using the "Cycle of Assessment." The first step in assessment is defining the "Research Question." Helping faculty define what they want to know about their students will help faculty design better assessment strategies that can impact student learning and classroom pedagogy. Following the cycle through to planning, collecting, analyzing and acting on the data can help inform curriculum improvement and assess student learning. This session will be followed by a one-hour networking session in Ballroom A.

*Sheri H. Barrett, EdD, Director, Office of Outcomes Assessment, Johnson County Community College*

*Kay King, Professor, Chair, Administration of Justice*

*Themes 1 & 3, Strand 2, 3 & 5, Beginner*

## Best Practices for Cleaning Assessment Data: The Twelve Steps of Data Cleaning

### Lilly of the Valley

Higher education assessment professionals are rarely given data by departments that are ready to be analyzed. Missing data, coding mistakes, and outliers are just some of the prob-

lems that should be addressed. Even though data cleaning is an important step to data analysis, the topic has received little attention in the literature. The goal of this workshop is to offer practical suggestions for what to do at each step of the data cleaning process.

*Jennifer Ann Morrow, Assistant Professor, University of Tennessee*

*Gary Skolits, Associate Professor, University of Tennessee*

**Theme 2, Strand 5, All Levels**

### **Defining Intended Learning Outcomes: Essential Foundation for Learning and Assessment Bluegrass Room II**

Effective learning and assessment depend on first identifying clearly the specific learning outcomes an institution or program desires to produce. Well-established conventions for structuring intended outcomes ensure clear communication with everyone. Participants will learn to define outcomes that can systematically guide program design, implementation, assessment, and improvement, and fully satisfy demands of accreditors. The workshop manual and practice and discussion with exercises introduce important concepts and methods, and develop skills they can use for constructing high-quality outcome goals and objectives.

*Lion F. Gardiner, Professor Emeritus, Rutgers University*

**Themes 1, 2 & 3, Strands 1, 2, 3, 5, 6, 7 & 8, Beginner**

### **Using Credit hour Compliance to Forward Authentic Assessment Bluegrass Room I**

With the explicit addition of the assignment of credit to federal compliance review during comprehensive evaluation visits, institutions in all accreditation regions will benefit immensely from a proven, model strategy that transforms a compliance activity into continuous improvement of teaching effectiveness,

curricula development and enhancement, and authentic assessment of student learning. This workshop will present a tested, successful approach that leverages total credit hour (“seat time”) compliance to simultaneously accomplish campus-wide authentic assessment of student learning. An added bonus of this approach is that it provides a path for institutions to construct the policy and procedural foundation for separation of “seat time” from the assignment of credit. Workshop participants will be introduced to the model, provided with strategies and tools (forms, etc.) developed by one institution to accomplish this task, and guided by session facilitators in adapting these strategies and tools to their own institutions.

*Marsha Watson, Vice Provost of Institutional Effectiveness & Accreditation, National Louis University*

*Kathleen Gorski, Director of Assessment, National Louis University*

**Themes 1 & 2, Strands 1, 6, 7, & 8, All Levels**

## 11:30 AM—12:15 PM

### **CONVERSATIONS WITH ASSESSMENT EXPERTS**

#### **Ballroom C**

Members of the AALHE Board of Directors and selected assessment experts will make themselves available to conference participants (in groups of 3) for two 20-minute, focused conversations on the assessment concern/topic of their choice. We believe that providing a space for exploration of topics of concern with experienced assessment professionals will be a very useful and important addition to the conference activities. This session is limited and requires participants to sign-up in advance. Please look for the sign-up sheets near the conference registration desk. Experts are:

*James Anderson, Fayetteville State University*

*Janice Denton, Cincinnati Blue Ash College*

*David Dirlam, Virginia Wesleyan College*

*David Eubanks, Eckerd College*

# Tuesday, June 4

8:15—11:15 AM

*Teresa Flateby, Georgia Southern University*

*Lion Gardiner, Rutgers University*

*Susan Hatfield, Winona State University*

*Joseph Hoey, Ashford University*

*Natasha Jankowski, National Institute for Learning Outcomes Assessment*

*David Jordan, Emory University*

*Jonathan Keiser, City Colleges of Chicago*

*Bob Mundhenk, Visiting Scholar, the Higher Learning Commission of the NCA*

*Diane Nyhammer, Rock Valley College*

*Neil Pagano, Columbia College of Chicago*

*Jeremy Penn, Oklahoma State University*

*Eric Riedel, Walden University*

*Tara Rose, University Of Kentucky*

*Marsha Watson, National Louis University*

*Catherine Wehlburg, Texas Christian University*

*Susan Wood, Dona Ana Community College*

*Carrie Zelna, North Carolina State University*

12:30 - 2:30 PM

## LUNCHEON/PLENARY

Please join us in Ballrooms A and B for a complimentary luncheon followed immediately by the day's plenary. **Sponsored by ExamSoft.**

## Connecting Scholarly Teaching and Assessment of Student Learning: Reframing the Assessment Conversation

Ballroom A & B

As the theme of this year's AAHLE conference suggests, it is time to get together and "rethink what we thought." If what we are doing at our institutions is not producing the commitment to and focus on student learning we want, then how can the work be reframed? One way to do this is to bring faculty together to talk about and work on *scholarly teaching*. This approach results in a space being created where the focus is on student learning (the most important goal) and the organiza-

tion of the conversation is something faculty can relate to. This session gets people to think and talk about this approach and consider if it might just work in their institutions.

*Janice Dickenson, PhD, Professor and Head of Department of Chemistry, University of Cincinnati Blue Ash College*

2:45 —3:30 PM

## Transparent Communication of Assessment Results: A Revision to the NILOA Transparency Framework Triple Crown I & II

Communicating internally and externally about assessment processes and results is increasingly gaining in importance. The National Institute for Learning Outcomes Assessment (NILOA) developed a Transparency Framework in 2011 based in part on the analysis of over 1,000 institutional websites, yet since its release communication of assessment related information has changed in meaningful ways. This session will share the draft of the revised Transparency Framework which is updated to address changing transparency needs such as telling our assessment stories to specific audiences and sharing results.

*Natasha Jankowski, Assistant Director, National Institute for Learning Outcomes Assessment*

*Robert Dumas, Research Analyst, University of Illinois Urbana-Champaign*

*Carrie Allen, Research Analyst, University of Illinois Urbana-Champaign*

**Themes 1 & 2, Strands 1, 5 & 8, All Levels**

## Politically Incorrect Assessment: Exploring Assessment's Lighter Side Crimson Clover

Although assessing student learning is serious business, it is healthy to be able to step back and recognize the hilarity inher-

ent in this work. In this humor-based session, we will take a look at the lighter side of assessment in three parts: 1) the dangers of live-tweeting your assessment consultation meeting, 2) navigating difficult meeting behaviors and department cultures, and 3) writing the perfect assessment email message. Join us for this lighthearted look at the work of assessment.

**Jeremy Penn**, Director, University Assessment and Testing, Oklahoma State University

**John D. Hathcoat**, Statistical Analyst, Oklahoma State University

**Themes 1, Strand 1, All Levels**

## Integrating Assessment of Student Learning Across Curricular and Co-Curricular Domains Blackberry Lilly

In higher education, we have historically “siloed” academic and co-curricular learning. These areas commonly have completely different administrative reporting structures and function independently. This model has persisted despite the fact that students do not experience learning in this disjointed manner, but rather as the integrated whole of their academic and co-curricular experiences. This session will explore challenges in implementing an integrated system of the assessment of student learning and strategies two different institutions are using to overcome them.

**Jen Sweet**, Associate Director; Office for Teaching, Learning, and Assessment, DePaul University

**Shannon Milligan**, Coordinator of Assessment; Faculty Center for Ignatian Pedagogy, Loyola University Chicago

**Themes 1 & 3, Strands 2, 6 & 7, Advanced**

## Developing Skills and Enthusiasm for Assessment Through a Graduate Class Triple Crown III

Reflection, active learning, and hands-on assignments are the teaching strategies; commitment to assessment is the overall

goal. How well does this work? This session will share student learning outcomes, assignments, selected activities and overall course outcomes for a graduate-level course in assessment in the student affairs master’s program at the University of Northern Iowa.

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

**Theme 3, Strand 4, All Levels**

## Taming Lions without a Whip: The Power of Strategic Influence Lilly of the Valley

We use a lion tamer metaphor to describe how we prepare and motivate faculty to do assessment. With a pending accreditation visit and no real whip to yield, we need to coax some powerful and reluctant lions. Our goal: to get our lions comfortable with the assessment ring of fire and the attention of an audience. We share a differentiated and strategic approach to shape a path for success by building assessment buy-in and capacity

**Susan Donat**, Coordinator of Curriculum and Assessment, Messiah College

**Jennifer Fisler**, Director of Academic Assessment, Associate Professor of Education, Messiah College

**Theme 1, Strands 1, 2, 4 & 8, All Levels**

# Tuesday, June 4

2:45 — 3:30 PM

## How to Lose a Student in 10 Days (An ExamSoft Sponsored Session) Bluegrass Room II

This session explores the various mistakes academic professionals make that ensure students do not meet expectations. The discussion of these mistakes emphasizes that student success in academia doesn't just happen by accident, and ultimately detailing these mistakes leads to the building of a list of best practices for engaging students and keeping them interested in and engaged with their studies.

*Dr. Jane Souza, Assistant Dean of Assessment and Acting Chair, St. John Fisher Wegman's School of Pharmacy*  
*Amy Smith, Director of Business Development, ExamSoft Worldwide, Inc.*

**Themes 1 & 3, Strands 1, 2, 3 & 5, Beginner & Intermediate**

## Unlocking the Secrets of General Education Learning Outcomes Bluegrass Room I

This session showcases successful strategies for assessing Liberal Arts course and program learning outcomes, including independent assessment of general education learning outcomes, use of discipline assessment coordinators and peer mentors, and professional development training. You will experience a brief version of professional development training that transforms grading practices to promote clear alignment of course assignments and course and general education learning outcomes, and enhance communication with students. You will take away more keys to unlocking meaningful assessment!

*Tanya Renner, Professor of Psychology, Kapi'olani Community College*  
*Sally Pestana, Professor of Health Sciences, Kapi'olani Community College*

**Theme 1 & 2, Strands 2, 5 & 6, Intermediate**

## The Next Step in Effective Assessment: Using Data to Drive Improvement (A Taskstream Sponsored Session) Ballroom D

The process for managing effective assessment calls for programs and departments to define, plan, and document what students know and are able to do. The next step in this process is to harness the data and information that results from these efforts. This session will focus on how institutions are using Taskstream to go beyond compliance and accreditation requirements by identifying actions for improvement and "closing the loop." Effective practices will include: mapping curricula and analyzing alignment of outcomes, linking desired actions with resource allocations, using analytics and dashboards to monitor progress, and focusing on the big picture to improve student learning and make these processes more meaningful.

*Dara Wexler, PhD, Education Solutions Specialist, Taskstream*

**Themes 1 & 2, Strands 2, 3 & 5, All Levels**

3:45 — 5:00 PM

## The Assessment Onion: Cutting Through and Linking the Layers Triple Crown I & II

Internal and external stakeholders are holding institutions accountable for assessment results. The institution needs to have a well-developed plan that takes into consideration all of these needs in order to make learning outcomes assessment an efficient and effective process. This session will share one institution's process that results in each level of assessment informing the others. The result is a wide breadth and depth of information that can be used to inform improvement at the student, course, program, and institutional level.

*Shari L. Jorissen, EdD, PhD, Director of Assessment, Office of Institutional Research & Assessment, Walden University*  
*Stacey Reicherzer, PhD, LPC-S (Texas), Assessment Coordinator, School of Counseling & Social Service, Walden University*

**Themes 1, 2 & 3, Strands 2 & 8, All Levels**

## **Building a Culture of Assessment: A Consistent, Persistent and Systematic Approach** Crimson Clover

This session focuses on philosophy, strategies, and resources used to create a culture of assessment at our large, four-year institution. We will examine how techniques similar to compassionate communication created meaningful assessment with reluctant, over-burdened faculty. We'll also discuss scaffolded development of quality program assessment over time, with targeted milestones, and the transition from judgment to support. We'll share resources we've adapted or created to support change on our campus and how we are sustaining transformation of our culture.

**Becky Dueben**, *Assessment Specialist, Washington State University*

**Elizabeth Carney**, *Assessment Specialist, Washington State University*

**Kimberly Green**, *Director, Office of Assessment of Teaching and Learning, Washington State University*

*Theme 1, Strand 2, Intermediate*

## **From the Administrative Perspective: Strategies for Engaging Faculty in Assessment** Blackberry Lilly

Often we hear that getting faculty engaged in assessment is like "herding cats". We hear that faculty don't have time, won't want to be involved, and don't have the "big picture view". This does not have to be the case. Our faculty have been involved, engaged, and have lead the ongoing process very successfully. They don't want an administrator running the assessment – they want us to work together to enhance student learning.

**Catherine Wehlburg**, *Associate Provost, Texas Christian University*

*Theme 3, Strands 3, 4, & 8, Intermediate & Advanced*

## **Challenges and Strategies to Building an Integrated Culture of Assessment** Triple Crown III

This program session follows an interactive lecture style format, with the use of PowerPoint (guide presentation of content) and small group exercises/discussions. Participants will engage in a case analysis examining such questions as: What conditions promote/hinder cultural change in building an integrated culture of assessment? Christine Robinson is the University Accreditation Manager and SACS Accreditation Liaison at the University of North Carolina at Charlotte. Mia Alexander-Snow is the Director for Planning and Institutional Effectiveness at the University of Kentucky.

**Christine Robinson, EdD**, *University Accreditation Manager, University of North Carolina at Charlotte*

**Mia Alexander-Snow, PhD**, *Director, Planning and Institutional Effectiveness, University of Kentucky*

*Theme 1, Strands 1, 4 & 8, Intermediate*

## **Characteristics of Courses and Assignments that Develop Students' Interdisciplinary Problem-solving Skills** Lilly of the Valley

National attention to integrative learning, of which interdisciplinarity is an essential part, is increasing. Assessment experience at our institution has revealed that few students master interdisciplinary integration, with the exception of those in courses with specific characteristics and assignment design. This session will examine assessment findings and compare course and assignment designs. Our institution's 10-year history with course-embedded assessments will be the launch point for participant discussion on similar challenges and successes in assessment and faculty development.

**Mary Kay Jordan – Fleming**, *Assessment Coordinator and Associate Professor of Psychology, College of Mount St. Joseph*

*Theme 3, Strands 2, 3, 5 & 6, All Levels*

# Tuesday, June 4

3:45 — 5:00 PM

## The Philosopher's Stone: Turning Data into Meaning

### Bluegrass Room II

Using a variety of data types, including rubric ratings, surveys, and operational data, various practical approaches to finding meaning will be demonstrated. These include inter-rater reliability findings and uses, connecting the dots with course evaluations, using NSSE data to design experimental research, using CIRP data to predict academic success and retention, and finding predictors for enrollment. The goal is to find actionable information that can be used to improve processes and programs.

*David Eubanks, Associate Dean of Faculty for Institutional Research and Assessment, Eckerd College*

*Josephine Welsh, Director of Assessment, Assistant Professor of Educational Assessment, Evaluation, and Research, Arkansas State University*

**Theme 2, Strand 4, Intermediate & Advanced**

## Reaching Student Learning Assessment Compliance with In-house Resources

### Bluegrass Room I

Three panelists, two faculty and their Assessment Director, will explain the development of a student learning assessment process not linked to a specific assessment management system. Recently commended by a regional accreditor for being faculty-driven, cost-effective, and meaningful; this process is replicable. The panel will share examples of SLA plans and reports to provide hands-on evaluation using rubrics. Discussion will encourage sharing of best practices.

*Eileen M. McGovern, PhD, Director of Assessment, Eastern University*

*Stan LeQuire, MS, Instructional Designer, Instructor School of Leadership and Development, Eastern University*

*Douglas J. Horton, MS, ATC, Lecturer of Biokinetics, Eastern University*

**Theme 3, Strands 2, 4 & 8, All Levels**

## What's In It for Me? How Institutional Assessment Can Regenerate Your Classroom

Olympic College uses assessment as a mechanism for dialogue that helps us improve teaching and learning by employing twice-yearly faculty institutes that focus on Core Abilities, or general education outcomes. In winter teams rate samples of student work as a direct measure of institutional-wide achievement. In summer faculty apply what they learned at the winter institutes to revise syllabi, assignments, or programs. Participants will evaluate samples of student work incorporating OC's guiding principles for assessing CAs at the institutional level.

*Dianne Moore, Library Professor, Olympic College*

*Dr. Mirelle Cohen, Coordinator of the Human Service & Chemical Dependency Professional Program Programs, Sociology Professor, Olympic College*

*Minerva Holk, Nursing Professor, Olympic College*

**Themes 2 & 3, Strands 2, 3 & 6, All Levels**

## Engaging Faculty Members in Assessment Successful Strategies for Different Goals and Missions

### Ballroom B

Deciding when and how to engage faculty members in assessment depends on a number of factors. For example, are you looking for new champions? building an assessment community? training program directors? trying to convert skeptics? This session will review successful strategies that have been used during different times of the assessment cycle to achieve specific goals. In addition, the presenters will explain strategies that have worked for three different types of institutions – proprietary colleges, community colleges, and research universities.

*Deborah Loper, PhD, Director of Academic Assessment, Colorado Technical University*

*Diane Nyhammer, PhD, Provost/Chief Academic Officer, Rock Valley College*

*David Jordan, PhD, Director of Institutional Effectiveness,  
Emory University*

**Themes 1 & 3, Strands 1, 2, 3 & 4, Beginner**

## **The Intricate Unfolding of Assessment Systems**

### **Ballroom D**

When programs manage their own assessments, their processes develop along numerous pathways. Implementing inspiring assessment too soon causes important “building-block” concepts to be missed. In order to help assessment professionals facilitate development, not always to the inspirational goal, but to advancements that programs can readily commit to implement, this session presents ten independent, four-level developmental pathways to inspiring learning-program assessment. Participants will assess scenarios using the ten-dimensional developmental rubric for assessment systems and recommend activities to advance each of them.

*David Dirlam, Director of Institutional Effectiveness and Accreditation, Virginia Wesleyan College*

**Themes 1, 2 & 3, Strands 1, 2, 3, 4, 5, 7 & 8, All Levels**

***Please join us for a complimentary continental breakfast in the exhibit hall.***

# Wednesday, June 5

7:00—8:00 AM

*Please join us for a complimentary continental breakfast held in the vendor's exhibit area.*

8:00—9:00 AM

## PLENARY

### Emerging Challenges Associated with Campus-based Assessments Ballroom A & B

Many of the emerging challenges associated with campus-based assessment effectiveness have become political, politically driven, or these challenges address a new set of questions. Assessment practitioners must align with institutional effectiveness staff and faculty in more productive ways to answer questions like: "How can predictive analytics that are associated with entry-level student populations better inform our faculty development efforts to ultimately impact student learning outcomes." Another question could be "Do our investments in programs that produce cognitive gains simultaneously serve as evidence of learning outcomes and workforce competencies." Assessment practitioners must also address the new politics of assessment associated with the emerging MOOC's.

*Dr. James A. Anderson, Chancellor and Professor, Fayetteville State University*

9:10—9:55 AM

### Critical Thinking Assessment Approaches for Community Colleges Triple Crown I & II

In a globalized, information-oriented economy, all postsecondary education institutions have at least some responsibility to cultivate students' critical thinking skills. Unfortunately, few studies have comprehensively examined the ways in which community colleges attempt to imbue their students with such skills. This session will explore the reasons for this problem and discuss the various types of critical thinking assessments that community colleges create and utilize.

*Vincent Schiavone, Graduate Assistant, University of Toledo*

*Theme 3, Strands 2 & 6, All Levels*

### Building a Faculty-driven Assessment Culture: Making it Meaningful at Large Institutions Triple Crown III

This session is designed to share how the Office of Academic Assessment at UNLV developed and implemented a successful series of faculty workshops. The workshops were designed in response to repeated assessment recommendations from UNLV's regional accrediting body and from a desire to build a faculty-driven culture of assessment on campus. The presenters will share strategies for developing a similar program including successes, potential pitfalls, and plans for follow-up sessions to identify and target areas for continued growth.

*Dr. Daniel K. Bubbs, Director of Academic Assessment, University of Nevada, Las Vegas*

*Dr. Lindsay S. Couzens, Coordinator of Academic Assessment, University of Nevada, Las Vegas*

*Dr. Kevin Kemner, Assistant Professor of Architecture, University of Nevada, Las Vegas*

*Dr. Jenifer Utz, Assistant Professor in Residence in the school of Life Sciences, University of Nevada, Las Vegas*

*Dr. Louis Kavouras, Professor of Dance, University of Nevada, Las Vegas*

*Theme 3, Strands 2, 3 & 4, Intermediate*

### Travelling the Journey of Outcome Mapping: From Theory to Practice Blackberry Lilly

This session will be centered on outcome mapping as a tool for improving student learning and assessment for higher education institutions. Starting with an overview of the literature on outcome mapping, the presenters will illustrate one university's experience in mapping out curricular for each academic program against learning outcomes. The presenters will discuss challenges faced and share lessons learned throughout the entire journey.

*Yuerong Sweetland, Director of Assessment, Franklin University*

*Lewis Chongwony, Faculty, Franklin University*

*Themes 1, 2 & 3, Strands 1, 2, 3, 5, 6, 7 & 8, Intermediate*

## **Rethinking our Approach to Assessment: Making Assessment Meaningful Crimson Clover**

Assessment initiatives are often met with resistance. Faculty's lack of enthusiasm for assessment is often the result of well-intentioned but fundamentally flawed strategies. This session will examine the differences between assessment plans designed to generate data and self-reflective inquiry-based plans to promote student learning.

*Susan Hatfield, Professor, Communication Studies, Winona State University*

*Themes 1, 2 & 3, Strands 1 & 3, Intermediate*

## **Assessment in Action: Academic Libraries and Student Success Lilly of the Valley**

Learn about the design approach of a professional development program, crafted with input from senior librarians, chief academic administrators, and institutional researchers. Three hundred campus teams, led by librarians, are developing and implementing action-learning projects about library impact on student learning and success. In January, designers solicited input from librarians for a reporting blueprint so that the broader community can best use and understand team project results. In this session, we seek input from assessment practitioners about project reporting design.

*Kara Malenfant, Senior Strategist for Special Initiatives, Association of College and Research Libraries*

*Themes 2 & 3, Strands 1 & 2, All Levels*

## **Bridging the Disciplines: Building Coalitions to Assess Institutional Outcomes Bluegrass Room II**

This session describes Indiana State University's progress in assessing writing in the general education program. The presenters will describe the development of a cross-disciplinary cohort of faculty, share the rubric that was developed for evaluating writing assignments, and present the preliminary data analysis and plans for sharing the data and facilitating discussions on enhancing student writing. Participants will develop strategies for engaging faculty in assessment of institutional outcomes.

*Ruth E. Cain, EdD, Assessment and Accreditation Coordinator, Indiana State University*

*Marcia Ann Miller, PhD, Associate Professor, Indiana State University*

*Themes 1 & 3, Strands 2, 3, 6 & 8, Intermediate*

## **Lies, Darned Lies, and Assessment: 10 Big Ways Assessment Goes Wrong Bluegrass Room I**

Eating eggs: good for your health, or bad? Answering this question is difficult, since many research findings are contradicted or are later found to be simply wrong. The purpose of this session is to use the lessons from medical research to critically examine assessment of student learning. We will identify 10 big areas where assessment can go wrong, examine strategies for addressing these issues, and discuss how it impacts the work of assessment.

*Jeremy Penn, Director, University Assessment and Testing, Oklahoma State University*

*Themes 1 & 2, Strands 2, 5, 6 & 8, Intermediate*

# Wednesday, June 5

10:05—11:20 AM

## When Accuracy and Precision Meet Reliability and Validity: Assessing the Hard Sciences

### Triple Crown I & II

After years of presenting pre-post general chemistry data at professional conferences, a professor encounters an assessment director, accreditors, federal stakeholders, and a student. Conflicting demands are evident. Performers resume their true identities, a STEM chair and professor, an assessment director, and a student, and demonstrate analysis of the data in a manner useful to each stakeholder. Offering practical means of garnering meaningful student learning data and results from researchers in STEM fields, presenters will challenge assessment leaders to rethink demands.

*Josie Welsh, Director of Assessment, Assistant Professor of Assessment, Research and Evaluation, Arkansas State University*

*William Burns, Department Chair and Associate Professor of Chemistry and Physics*

*Brittany Clark, Undergraduate Research Student, BS Psychology, Arkansas State University*

*Theme 2 & 3, Strands 1, 2, 3, 4, 5 & 8, Intermediate*

## Easing Faculty Apprehension and Improving Student Learning through Quality Assessment Practice

### Triple Crown III

This session highlights the importance of fostering open dialogue on the subject of classroom assessment to alleviate faculty anxiety, and discusses the benefits and challenges involved with implementing such strategies as the Minute Paper, Muddiest Point, and Pro and Con Grid. Particular attention is paid to the value of considering teaching goals to choose the appropriate technique, using assessment results to improve teaching and learning, and striking a balance between efficient, effective use and overuse of these strategies.

*Leanne Owen, PhD, Graduate Chair and Associate Professor of Criminal Justice, Holy Family University*

*Dr. Rochelle Robbins, Associate Dean, School of Arts and Sciences, Holy Family University*

*Theme 3, Strands 2 & 3, Beginner*

## Effectively Mining Embedded Assessment to Serve Multiple Stakeholders

### Crimson Clover

This session will outline the process for implementing an embedded assessment strategy. Participants will explore how this approach could assist them in meeting both student and accreditation needs. They will be asked to bring with them or generate sample test items that will be coded during the session. It will be demonstrated how longitudinal reporting data from these coded assessments can be mined to serve multiple stakeholders including students, assessment and curriculum committees, and accreditation teams.

*Jane M. Souza, PhD, Assistant Dean of Assessment, St. John Fisher College*

*Themes 1 & 2, Strands 2 & 5, Intermediate*

## Maximizing the Potential of Assessment

### Lilly of the Valley

There is little doubt that higher education institutions still struggle to engage faculty and administrators meaningfully in assessment to become a learner-centered institution focused on improvement. Promoting deeper engagement with and understanding of assessment on our campuses is a challenge that many of us face. Drawing on both cognitive and affective domain taxonomies, presenters will discuss and analyze strategies for fostering a deeper, more nuanced understanding and appreciation of assessment among our faculty and administrator colleagues.

*Terri Flateby, Associate Vice President, Institutional Effectiveness, Georgia Southern University*

*Allen Dupont, Director Institutional Effectiveness, University of Tennessee Health Sciences Center*

*Theme 3, Strands 2 & 4, All Levels*

## **Norming: A Process to Collectively Engage in Evidence-Based Discussions about Student Learning** Bluegrass Room II

Norming refers to a calibrating process that helps a group of individuals using the same rubric come to a common understanding of multiple criteria. Specifically, norming facilitates consensus regarding appropriate criteria and levels of acceptable performance. This interactive session will allow participants to go through a model norming exercise and present strategies for grounding discussions in student performance data. The presenters will supply norming guidelines, sample rubrics, and discuss how to appropriately report normed assessment results.

*Jonathan Keiser, PhD, Executive Director of Academic Development, City Colleges of Chicago*

*Neil Pagano, PhD, Associate Dean, School of Liberal Arts and Sciences, Columbia College of Chicago*

*Andre Foise, Assistant Director of Evaluation and Assessment, Columbia College Chicago*

**Themes 2 & 3, Strands 2, 3, 5 & 8, Intermediate**

## **Hitting a Moving Target: Maintaining Effective Assessment in Times of Institutional Change** Bluegrass Room I

The presenters will describe the evolution of program assessment over a twelve-year period examining the impact of challenges that include four provosts with different philosophies, the addition of graduate programs, the addition of additional instructional locations, and a myriad complicating factors involved in these many institutional changes. Challenges including development and evolution of assessment tools, administrative and staffing issues, orientation and mentoring of those responsible for program assessment, and roles and responsibilities of the Assessment Committee will be explored.

*Sandra Bowles, EdD, RN, CNE, Assistant Dean for Assessment and Special Projects, University of Charleston School of Pharmacy*

*Donna Lewis, MLS, Assistant Dean for Assessment, University of Charleston*

**Themes 1 & 3, Strands 2, 3, 5 & 8, All Levels**

## **How Independent Assessments Generated Interdependent Results for General Education SLOs** Blackberry Lilly

This session will give you actual data from three independent assessment projects of general education learning outcomes and invite small groups to meaningfully merge the findings. After discussing the possibilities, you will learn how one institution did, in fact, combine the results into a coherent summary that produced revealing and useful information. The session will conclude with a conversation about the validity of the assumptions underlying that summary.

*Tanya Renner, Professor of Psychology, Kapi'olani Community College*

*Sally Pestana, Professor of Health Sciences, Kapi'olani Community College*

**Theme 1 & 2, Strands 2, 5 & 6, Intermediate**

# Wednesday, June 5

11:30 AM—12:15 PM

## Assesstivus: Assessment for the Rest of Us: Our Inaugural Annual Campus-wide Assessment Event Triple Crown I & II

SUNY Geneseo's first annual ASSESStivus, held in fall, 2012, was designed as a campus-wide follow up to the decennial Middle States accreditation process and was intended to celebrate what we have learned through assessment, begin addressing suggestions made by the Middle States visiting team, and provide models of best practices. This session describes the planning process, the major features of the event, how it was assessed, and what we learned from the results.

*Katie Tierney, Accreditation Coordinator, SUNY Geneseo*

*Theme 2 & 3, Strands 2, 4 & 5, Intermediate*

## Classroom Assessment Stratification in an Increasingly Diverse Student Population Blackberry Lilly

The diversity of students accepted into college has been increasing throughout the last decade, including their dissimilar level of preparedness to embark in higher education endeavors. Students with a strong command of language and interpretation skills coexist with others less exposed to challenging thinking situations. In this context, the interpretation of data obtained from class assessment techniques may be obscured by different levels of understanding the questions, written expression, and clarity of ideas. These factors may detract from the ability of instructors to assess the quality of teaching or analyze the validity of the learning process. Stratification of class assessment techniques, from simplest to most complex, such as recalling grids and identifying the muddiest point to crystallize in one sentence the central message exposed in class may provide a better assessment of the quality of learning, geared to students' abilities, and may help interpret data in the context of students' capabilities.

*Daniel E. Bassi, Associate Professor, Holy Family University*

*Themes 1, 2 & 3, Strands 1, 3, & 5, All Levels*

## Assessing Large Enrollment and Multi-sectional Courses Crimson Clover

As class sizes continue to increase, the ability to effectively and efficiently evaluate student learning outcomes in large enrollment and multi-sectional courses is necessary. This presentation examines the use of general assessment tools to implement, gather and analyze data in order to make changes to improve students' opportunities to learn. The presenters will discuss their approach to "research across the curriculum" focusing on three different academic programs.

*Amy Hughes, Academic Programs Librarian, Northern Arizona University*

*Theresa Carlson, Academic Programs Librarian, Northern Arizona University*

*Theme 3, Strands 2, 3, 5 & 7, Intermediate*

## Developing Strategic Leadership for Institutional Effectiveness and Assessment Lilly of the Valley

This interactive session begins by sharing the results of an ongoing research project to develop a framework for senior institutional leadership in Institutional Effectiveness and Assessment. Utilizing the World Café™ group interaction method, participants will interact and develop their ideas in rapid succession around leadership for IE and Assessment, and will depart with a shared set of intended learning outcomes for developing senior leadership in IE and Assessment.

*J. Joseph Hoey, EdD, Executive Vice President and Chief of Staff, Ashford University*

*Margaret T. Bailey, PhD, MBA, Vice Provost for Program Development and Accreditation, Point Loma Nazarene University*

*Themes 1, 2 & 3, Strands 1, 2, 4 7 8, Intermediate & Advanced*

## Written Communication as a Source of Construct-irrelevant Variance in Critical Thinking Assessment Bluegrass Room II

Assessment of critical thinking at the institutional level at Oklahoma State University occurs by having raters score student papers using a common rubric. Ideally, critical thinking scores should not be influenced by written communication. Written communication may be a source of construct-irrelevant variance, or extraneous, yet systematic, error in critical thinking assessment. This session provides a framework to control for construct-irrelevant variance in assessment processes. Estimates suggest that 25% of the variance in critical thinking may be unique to writing.

*John D. Hathcoat, Statistical Analyst, Oklahoma State University*

*Jeremy Penn, Director, University Assessment and Testing, Oklahoma State University*

**Theme 2, Strands 2, 5 & 6, Intermediate**

## The Sacred and the Secular: Addressing Critical Thinking across Very Different Disciplines Bluegrass Room I

We will demonstrate how assessment of undergraduates' critical thinking in a heavily qualitative Theology general education course and a heavily quantitative Business capstone course converged in terms of results and subsequent interventions. The theme of "questioning assumptions" was discovered to describe not only the desired target level of critical thinking on students' part, but to mark the process of implementation and intervention on the part of faculty members both before and after the assessment activity itself.

*Karen Trimble-Alliaume, Associate Professor, Lewis University*

*George G. Klemic, Associate Professor, Lewis University*

**Themes 2 & 3, Strands 1, 2, 3, 5 & 6, Intermediate**

## The Executive Summaries Road Show: Sharing Meaningful Data for Action Triple Crown III

The Committee on the Assessment of Student Learning at Eastern Illinois University created one-page executive summaries of data for each undergraduate learning goal and major assessment plans by college. Annually, members of the Committee take these summaries on a Road Show to committees and councils across campus to discuss what the data mean, how to improve learning, and next steps in the assessment process. These one-page distillations have launched a series of discussions about learning, curricular issues, and pedagogy.

*Karla Sanders, Executive Director, Center for Academic Success & Assessment, Eastern Illinois University*

**Theme 2, Strands 2, 4, 5 & 6, Intermediate**

## Exhibitors



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# Exhibitors



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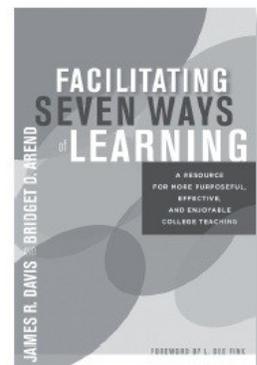
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**James R. Davis and Bridget D. Arend**

Foreword by L. Dee Fink

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Professor, English  
Doña Ana Community College Assessment  
Coordinator  
Doña Ana Community College

## Conference Committee

*This year 7 people participated in the AALHE Annual Conference Planning Committee. We would like to take this time to thank them for their time, commitment, and enthusiasm.*

### **Tara Rose**

*Committee Chair, University of Kentucky*

### **Susan Hatfield**

*Committee Vice Chair, Winona State University*

### **Oscar Hernandez**

*Texas A&M University—Kingsville*

### **David Jordan**

*Emory University*

### **Bob Mundhenk**

*Visiting Scholar, the Higher Learning Commission of the NCA*

### **Catherine Trouth**

*Community College of Aurora*

### **Susan Wood**

*Dona Ana Community College*

# Lexington Visitor's Guide

## Nearby Attractions in Lexington

**Artsplace** - .2 mile / 2minutes: Enjoy art exhibits, concerts and dramatic performances as well as many workshops.

161 North Mill, (859) 255-2951

**Ashland: The Henry Clay Estate** - 1.8 miles / 5 minutes: A visit to this former home of Henry Clay, a U.S. statesman, orator and presidential candidate, will provide visitors with a first-hand look at 19th century life. The tour also includes a period garden and six outbuildings.

120 Sycamore Road, (859) 266-8581

**Explorium Lexington Children's Museum** - 0.5 mile/ 2 minutes: Unique hands-on 14,000 square foot museum encourages kids to explore their world through a variety of exhibits, from an "archaeological dig" to giant soap bubbles.

440 W. Short Street, (859) 258-3253

**Hunt-Morgan House** - 0.8 mile/ 2 min: John Wesley Hunt, Kentucky's first millionaire, built this Federal-style residence in 1814. This fully restored house contains many family possessions, and includes a Civil War museum on site.

201 North Mill Street, (859) 233-3290

**Keeneland Race Course** - 5.8 miles / 10minutes: Keeneland Race Course features the finest in horse racing action for two three - week racing seasons April & October. During the off season, this National Historic landmark offers a chance to watch work-outs on the track and also houses one of the most extensive thoroughbred libraries in the world.

4201 Versailles Road, (859) 254-3412

**Kentucky Horse Park** - 10miles / 16 minutes: The only equestrian theme park in the world, the Kentucky Horse Park offers over one thousand lush acres to tour on foot, horseback, shuttle or horse-drawn carriage. View a working horse farm and learn about the park's 40 breeds during the twice-daily Parade of Breeds. Also see the International Museum of the Horse and the Hall of Champions. The American Saddle Horse Museum is also located on the grounds of the Horse Park.

4089 Iron Works Parkway, (859) 233-4303

**Lexington Opera House** - .4 mile / 1 minute: The Marx Brothers, Mae West and Helen Hayes once graced the stage at this 1887 Lexington Opera House. Call for information on upcoming performances.

401 West Short Street, (859) 233-4567

**Mary Todd Lincoln House** - 0.7 mile / 2 minutes: This Georgian-style brick structure was the home of the Todd family in the early 1800's. The home has been restored and contains many Todd and Lincoln personal items and other period furnishings.

578 West Main Street, (859) 233-9999

**Red Mile Harness Racetrack** - 1.4 miles / 4 minutes: The oldest race course in Lexington is also the fastest harness track in the world. The Red Mile Harness Track hosts live races during the spring and fall.

1200 Red Mile Road, (859) 255-0752

**Whitaker Bank Ballpark** - 3.7 miles / 9 minutes: Home of the Lexington Legends baseball team.

207 Legends Lane, (859) 422 -7867

## Nearby Dining in Lexington

**A la Lucie** – 0.4 miles: Upscale American. Entrees \$15 - \$30.  
159 Limestone Street, (859) 252-5277

**Alfalfa's** – 0.5 miles: Vegetarian and Vegan. Entrees \$15-\$20.  
141 East Main Street, (859) 253-0014

**Atomic Café** – 0.6 miles: Caribbean. Entrees \$10 - \$18.  
265 North Limestone Street, (859) 254-1969

**Bellini's** – 0.4 miles: Italian. Entrees \$22 - \$35.  
115 West Main Street, (859) 388-9583

**Bombay Brazier** – 0.3 miles: Indian. Entrees \$10 - \$20.  
102 West High Street, (859) 389-7107

# Lexington Visitor's Guide

**Cheapside Bar & Grill** – 0.3 miles: Bar/pub food. Entrees \$6 - \$19.

131 Cheapside, (859) 254-0046.

**deSha's** – 0.2 miles: Southern food. Entrees \$15 - \$30.

101 North Broadway, (859) 259-3771

**Dudley's** – 0.3 miles: American faire. Entrees \$16-\$36.

259 West Short Street, (859) 252-1010

**Joe Balogna's** – 0.4 miles: Pizza and pasta. Entrees \$8 - \$14.

120 West Maxwell Street, (859) 252-4933

**Jonathan's a Gratz Park** – 0.4 miles: Regional cuisine. Entrees \$20 - \$34.

120 West Second Street, (859) 252-4949

**Natasha's** – 0.5 miles: International cuisine. Entrees \$10 - \$20.

112 Esplanade, (859) 285-2754

**Nick Ryan's Saloon** – 0.3 miles: American bar/pub food. Entrees \$12 - \$29.

157 Jefferson Street, (850) 233-7900

**Parlay Social** – 0.3 miles: Upscale bar/pub food. Entrees \$9 - \$15.

257 West Short Street, (859) 244-1932

**Pazzo's**—0.6 miles: Pizza and pub food. Entrees \$5—\$10

385 South Limestone, (859) 255-5125

**Portifinos** – 1 mile: Italian. Entrees \$15 - \$38

249 East Main Street, (859) 253-2488

**Sawyer's** – 0.1 miles: American food/best burger in town.

Entrees \$5 - \$10.

325 West Main Street, (859) 281-6022

**Shakespeare's** – 0.3 miles: Everything. Entrees \$9 - \$29.

367 West Short Street, (859) 367-0413

**Stella's** – 0.5 miles: American. Entrees \$7 - \$10.

143 Jefferson Street, (859) 255-3354

**Starbucks**—0.1 miles: Coffee.

325 West Main Street

**Table Three TEN**—0.3 miles: Various cuisine using only locally grown and raised food. Entrees \$9—\$19

310 West Short Street, (859) 309-3901

**Tin Roof**—0.5 miles: Pub food. Entrees \$5—\$10.

303 South Limestone, (859) 317-9111

**Tolly—Ho**—0.5 miles: Burgers, sandwiches and sides. Open 24 hours. Entrees \$5—\$10.

606 South Broadway, (859) 253-2007

**Willie's Locally Known**—1.2 miles: Barbecue. Entrees \$5—\$10.

805 North Broadway, (859) 281-1116

# Notes



# Notes