

2014

AALHE





Dear Assessment Colleagues:

Welcome to the 2014 Conference of the Association for the Assessment of Learning in Higher Education.

This year's theme, *Emergent Dialogues in Assessment*, reflects some of the significant changes taking place in higher education and how principles of learning outcomes assessment are at the center of these changes. As new forms of higher education (e.g. competency-based, adaptive, online, etc.) are implemented in different institutions, they are being often driven by questions of what do students know and how do they know it. These, in turn, lead to questions about how we improve student learning. At the same, the changing face of higher education has the potential to fragment the learning experience. As assessment practitioners, we're in a unique position to communicate holistically to both internally and externally about the process of student learning. We are able to tell a story about how achieving program and institutional learning outcomes takes place across multiple learning experiences. I look forward to hearing from individual presenters the different ways we are addressing these emerging dialogues as well as thoughts from our keynote and plenary speakers on the particular role for the assessment practitioner in the current context of higher education.

As higher education continues to grow in new directions, I am pleased to report that AALHE is continuing to grow and extend its reach to assessment practitioners as well. This year is the fourth year of AALHE and the activities taking place this year represent a new stage of maturation for the organization. The association has continued its professional webinar series started last year along with new issues of the AALHE newsletter for our membership. Participation on the different committees has broadened and increased along with the activity of the committees themselves. This year's conference Proceedings is one example of an idea that was generated by the Membership Services Committee. As AALHE goes forward, it is important to continue this momentum. If you are interested in serving on one of the association's committees (conference committee, members services, membership development, strategic planning and budgeting), I encourage you to volunteer to become more involved by expressing your interest at info@aalhe.org. We also welcome member involvement on our newsletter as well (contact David Eubanks, eubankda@eckerd.edu).

This year's conference will provide some new and challenging perspectives on the role of the assessment practitioner. Be sure to take some time to enjoy Albuquerque during the conference (especially after a tough winter for many of us). It is my hope you that come away from your time here refreshed personally and professionally and ready to contribute to your skills and expertise to the critical dialogues taking place in higher education.

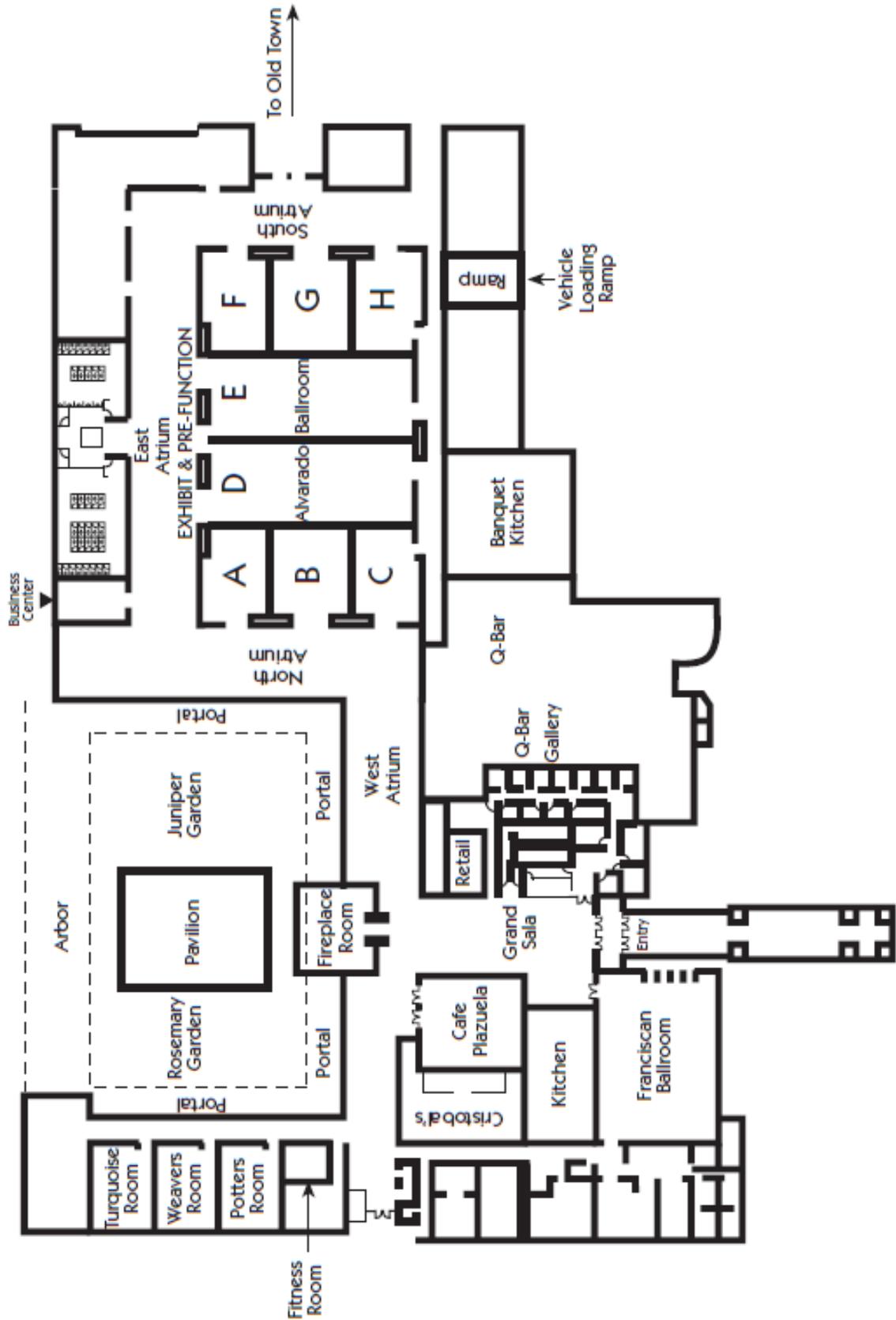
Sincerely,

Eric Riedel, Ph.D.
President, Board of Directors
Association for the Assessment of Learning in Higher Education

TABLE OF CONTENTS

Session Map	3
General Information	4
Conference Overview	5
Keynote/Plenary Speakers	6
AALHE Information	8
Cover Art	8
Program Themes	9
AALHE Session Details	10
Monday, June 2	10
Tuesday, June 3	17
Wednesday, June 4	26
AALHE Board Members	31
Conference Committee	31
Exhibitors	32
Visitor's Guide	34
Notes	36

HOTEL MAP



GENERAL INFORMATION

Meeting Locations

All AALHE 2014 Annual Conference sessions will be held at the Hotel Albuquerque at Old Town in Albuquerque, NM.

Registration Hours

The schedule for onsite registration is:

<i>Sunday, June 1</i>	12:00 PM—3:00 PM
<i>Monday, June 2</i>	9:00 AM—5:00 PM
<i>Tuesday, June 3</i>	7:00 AM—4:45 PM
<i>Wednesday, June 4</i>	7:00 AM—11:45 AM

Vendor Exhibit Hours

Please stop by the vendor tables during the following hours.

<i>Monday, June 2</i>	2:00 PM—3:00 PM
<i>Tuesday, June 3</i>	10:00 AM—12:00 PM 2:30—4:00 PM
<i>Wednesday, June 4</i>	8:30 AM—9:30 AM

Reception—Juniper Garden Area

<i>Monday, June 2</i>	5:30 PM—7:30 PM
-----------------------	-----------------

Breakfast and Lunch Breaks

<i>Monday, June 2</i>	
<i>Snack</i>	2:15 PM—2:40 PM
<i>Tuesday, June 3</i>	
<i>Breakfast*</i>	7:00 AM—8:00 AM
<i>Lunch</i>	11:45 AM—12:45 PM
<i>Snack</i>	2:45 PM—3:30 PM
<i>Wednesday, June 4</i>	
<i>Breakfast*</i>	7:00 AM—8:00 AM

**Breakfast menus change daily. See the note in the schedule for information on each day's offerings.*

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

Albuquerque, New Mexico is located in the Mountain Time Zone. If you traveled from a time zone other than this, please set your watches and clocks to Mountain Time Zone so as not to miss any AALHE 2014 Conference events.

Attire

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

CONFERENCE OVERVIEW

Monday, June 2				
	Description	Time	Location	Page
Keynote	Opening plenary session with Dr. Pamela Tate	12:00 - 1:30 PM	Alvarado D & E	10
Sessions	Various presentations & workshops	1:45 - 5:00 PM	Hotel Albuquerque: Various rooms	10
Event	Opening reception (Complimentary)	5:30 - 7:00 PM	Juniper Gardens	16
Resources	Registration/Information	9:00 AM - 6:00 PM	North Atrium	4
Tuesday, June 3				
	Description	Time	Location	Page
Event	Complimentary Breakfast and business meeting	7:00 - 8:00 AM	Alvarado B	17
Sessions	Various presentations & workshops	8:15 - 11:30 AM	Hotel Albuquerque: Various rooms	17
Plenary/Luncheon	Plenary session with Dr. Robert Mundhenk	11:45 AM - 1:45 PM	Alvarado D & E	20
Sessions	Various presentations & workshops	2:00 - 2:30 PM	Hotel Albuquerque: Various rooms	21
Conversations with Assessment Experts & Snacks	Roundtable discussions with Assessment Experts & Snacks	2:45 - 3:30 PM	Alvarado E	23
Sessions	Various presentations & workshops	3:45 - 4:45 PM	Hotel Albuquerque: Various rooms	23
Resources	Registration/Information	7:00 AM - 5:00 PM	North Atrium	4
Event	Networking Dinner	6:00 PM	Meet in Hotel Albuquerque Lobby	25
Wednesday, June 4				
	Description	Time	Location	Page
Event	Complimentary Breakfast	7:00 - 8:00 AM	North Atrium	26
Event	2015 Conference Planning Chat	7:15 - 7:45 AM	Alvarado B	26
Plenary	Plenary session with Dr. Donna Sundre	8:00 - 9:00 AM	Alvarado D & E	26
Sessions	Various presentations & workshops	9:30 - 11:45 AM	Hotel Albuquerque: Various rooms	26
Resources	Registration/Information	7:00 AM - 11:45 AM	North Atrium	4

KEYNOTE SPEAKERS

Monday, June 2, 2014; 12:00 — 1:30 PM

Hotel Albuquerque: Alvarado D & E

Addressing Disruptions in the Assessment of Quality Learning



Dr. Pamela Tate, President and CEO, CAEL (the Council for Adult & Experiential Learning)

Since becoming President and CEO of CAEL in 1990, Pamela Tate has become nationally and internationally recognized for her work within the higher education, public, and private sectors to make it easier for adults to get the education and training they need to succeed and to remain employable.

She is also known for helping colleges and universities develop Prior Learning Assessment programs and improve the quality of their services for working learners. Pam has worked with employers on tuition assistance policy, implementation of career and educational advising for employees, and exemplary practices in employee learning and development. She has led CAEL in the development of projects that unite business, government, labor and postsecondary education to address workforce skill shortages - resulting in industry-sponsored degree and certificate programs on-line, industry-wide career pathways programs, and regional lifelong learning and talent development initiatives. As a presenter, she is regularly sought out for her vision and insights into adult learning and workforce

development and their vital relationship to the future of the economy.

In 1996, Pam was acknowledged for a career devoted to expanding lifelong educational opportunities for adults with the Doctor of Humane Letters honoris causa, conferred by SUNY Empire State College in Saratoga Springs, New York. She also received honorary doctorate degrees in humane letters from DePaul University's School for New Learning in 2005 and from Thomas Edison State College in 2007. In 2011, she received the degree of Doctor of Public Service honoris causa from St. Leo University. In 2013, Pam was awarded the President's Medal from Excelsior College in recognition of her continued dedication to expanding opportunities for adult learners.

Among Pam's numerous professional activities, she currently serves on the Board of Trustees for Excelsior College, and is a member of the Commission on Quality Assurance and Alternative Higher Education, formed in 2013 by the Council for Higher Education Accreditation. Pam completed her doctoral coursework at the University of Pennsylvania, Annenberg School of Communications, and earned master's degrees in both English and journalism from the University of Illinois at Champaign.

Keynote introductions by:



Dr. Eric Riedel, AALHE President, Chief Academic Officer, Walden University

Eric Riedel, Ph.D., is the chief academic officer of Walden University and has served in a number of assessment, research, and regulatory roles at Walden since starting there in 2005. Prior to 2005, Dr. Riedel served as a research associated at the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota where he led evaluations in support of secondary and postsecondary educational interventions. Dr. Riedel has taught research methods and political science at Walden University, Concordia University, North Hennepin Community College, and the University of Minnesota. He has conducted research and published in the areas educational assessment, online social engagement, and civic education. In addition, he has consulted on several educational initiatives in Minnesota and has served on the Board of Directors for the Association for Assessment of Learning in Higher Education since 2009.

PLENARY SPEAKERS

Tuesday, June 3, 2014; 12:45 — 1:45 PM

Hotel Albuquerque: Alvarado D & E

Clothing the Emperor: How Assessment Can Help Reshape Higher Education

Dr. Robert Mundhenk, Co-Founder and Past President, AALHE and Visiting Scholar for the Higher Learning Commission of the North Central Association

Robert “Bob” Mundhenk, after completing his Ph.D. in English drama and UCLA, began teaching English at Fordham University but after six years moved to Northampton Community College in Pennsylvania, where he was an English Professor, Dean of Humanities and Social Sciences, Vice President for Academic Affairs, and Director of Assessment. After twenty-seven years at Northampton, he became Director of Assessment and Senior Scholar at the American Association for Higher Education.

During his career, he has published many articles and monographs, most on technical education and assessment; has served in many capacities, including President, for the National Council on Occupational Education; has written for and consulted with the American Association of Community Colleges, particularly on federal legislation; and has been a consultant for both the Pennsylvania and United States Departments of Education. A founding board member of ACBSP, he has been very active in accreditation issues and has worked closely with the Middle States Commission on Higher Education, the Higher Learning Commission of the North Central Association, and the Western Association of Schools and Colleges.

Since AAHE’s closing, he has served as a consultant to the Higher Learning Commission, the American Council on Education, the American Association of Community Colleges, and NASPA, for which designed annual assessment conferences. Since 2010, he has been a Visiting Scholar at the Higher Learning Commission, managing the work of the Assessment Academy and other assessment enterprises. He is also the co-founder of the Association for the Assessment of Learning in Higher Education.



Wednesday, June 4, 2014; 8:00 — 9:00 AM

Hotel Albuquerque: Alvarado D & E

Making a Commitment to Quality: Assessment as Scholarship

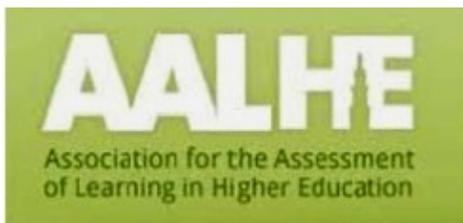
Dr. Donna L. Sundre, Executive Director of the Center for Assessment and Research Studies at James Madison University

Donna L. Sundre is Executive Director of the Center for Assessment and Research Studies at James Madison University (JMU). CARS is the largest higher education assessment center in the United States, and James Madison University has a growing reputation for quality assessment practice. The university and the Center have been the recipient of nine national assessment awards. Dr. Sundre is also a Professor of Graduate Psychology and a core faculty member with the Assessment and Measurement PhD program. James Madison University is located in the historic Shenandoah Valley of Virginia and currently enrolls over 20,000 students. James Madison University is the number one public master’s level university in the southern region and has held this ranking for 18 years.

Dr. Sundre received her Ed.D. in Educational Research and Measurement from the University of North Carolina-Greensboro, where she also served as a Planning Analyst for the Vice-Chancellor of Academic Affairs. Dr. Sundre is a frequent invited speaker and workshop presenter in the areas of assessment practice, instrument development, validity, quantitative and scientific reasoning, and examinee motivation. Her research and publication record are largely devoted to direct assessment of student learning, validity issues, mixed-method instrument development, and examinee motivation. She serves on several Assessment Advisory Councils and professional editorial boards.



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

Digital Mountains, by Jay Savage

Jay Savage has been involved in fine art for over 20 years and digital art for four years. Jay grew up in New Mexico and also lived in Oklahoma, Haiti and spent some time in Russia. The mountains, sunrises, sunsets, and cactus flowers of the southwest are a big influence on his art. His digital images are a collage of his own photography with lots of layering and blending.

He has exhibited in several gallery showings and individual shows throughout the region. His photography and digital art are on permanent display at the Quillin-Stephens Studio & Gallery on the Downtown Mall in Las Cruces, NM. Jay is currently working toward an Associate of Applied Science in Digital Graphics Technology.

You can see Jay's work at www.jfsavageartist.com

2014 ANNUAL CONFERENCE

June 2 – 4, 2014 ♦ Albuquerque, NM

Emergent Dialogues in Assessment

Each conference session aligns to one of the eight strands listed below. To make it easier for you to decide which sessions will best suit your needs, sessions are marked with a badge that identifies their strand. Badges are noted below.

STRAND CONNECTIONS



Strand 1: Engaging Different Constituencies



Strand 2: Developing Assessment Champions



Strand 3: Deriving Meaning from Data



Strand 4: Measuring Learning from Different Sources



Strand 5: Assessing Institutional Outcomes



Strand 6: Competency-based Learning Assessment



Strand 7: Supporting New Learning Environments



Strand 8: Assessing Co-Curricular Learning



Strand 9: Designing Assessment That Serves Internal and External Needs

AUDIENCE LEVELS

Beginner

Intermediate

Advanced

Monday, June 2

12:00 — 2:15 PM

12:00 — 1:30 PM

KEYNOTE

Addressing Disruptions in the Assessment of Quality Learning

Alvarado D & E

This presentation will focus on discussing the current transformations in higher education that complicate the rigorous assessment of adults' prior learning. It will explore how CAEL's approaches to Prior Learning Assessment (PLA) are addressing developments such as the rapid spread of competency-based assessment and curricula; the impact of Massively Open Online Courses (MOOCs) on the distinction between non-credit and credit courses; and the on-line movement generally. Special attention will also be given to changes in state and federal policy that are needed, and why colleges and universities—especially those who are concerned about adult degree completion—must respond to the new landscape.

Dr. Pamela Tate, President and CEO, the Council for Adult & Experiential Learning

1:45 — 2:15 PM

Applying the Scholarly Peer-Review Process to Educational Assessment

Alvarado B

In higher education we value the peer review process as a way to ensure the quality of materials submitted for publication. Through peer evaluation we read for content accuracy, validity of the methods, applicability to audience, as well as quality of the writing itself. This session demonstrates what can happen when this process is applied to review of faculty-generated exams. Participants will be taken through the peer-review process employed at one school and shown the resulting exam quality improvement.

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

Jennifer Mathews, Associate Professor, Pharmaceutical Sciences, St. John Fisher College

 **Strand 5, All Levels**

Student Services “Coaching” Model for New Employees

Alvarado C

This session will present the model that is currently being utilized at San Juan College for new employees within the Student Services division. This model has been created to introduce new employees to the intricacies of Student Services and to increase retention of employees. This model is used in collaboration with the Human Resources onboarding process for new employees.

Tonya Nelson, Director of Quality Improvement & Career Center, San Juan Community College

Julie Smith, Academic Advisor, San Juan Community College

 **Strand 7, All Levels**

Developing Co-Curricular Assessment to Measure Self-Directed Learning and Social Responsibility

Alvarado D

A resounding call from the main stream media, educational research organizations, accrediting bodies and professional organizations are demanding that institutions better teach and assess the soft-skills that many graduates fail to master in college. These skills often fall outside the core curriculum and therefore are more difficult to facilitate and assess. Self-directed learning, social responsibility, leadership, and professionalism can be captured in a well-developed programmatic professional development plan, providing a foundation for the assessment plan of co-curricular activities.

Katrina Hunter-Mintz, Associate Dean for Assessment, Samford University



Developing Assessment Champions in a Resistant Environment

Alvarado F

After experiencing growth in the 1990s, development of the college's internal policies and procedures lagged behind, and this led to regional accreditation compliance issues. Understandably, there was resistance to formalized processes that had not been required in the past. Restructuring the assessment process and utilizing an assessment committee are now helping to build a culture of assessment. Through examples and participation, attendees will identify resistance, suggestions for measuring progress, and descriptions of alignments that can help to unite a campus.

Penelope Brunner, Associate Vice President for Institutional Effectiveness and Strategic Planning, College of Charleston
Karin W. Roof, Director of Academic Assessment and Planning, College of Charleston



It's not about the Data: A Process for Reflection and Action to Improve Student Learning

Alvarado G

Within continuous quality improvement cycles, collaborative critical reflection is at the heart of meaningful analysis of student learning. Beyond collecting information and producing reports, this session will focus on principles from a qualitative action research perspective including cycles of reflection and action, commitment to collaboration, attention to the emergent process and creating practical applications. Session participants will be introduced to skills needed for the ongoing process of sharing results, gathering feedback and making relevant and timely interpretations for curriculum decisions.

Noni Threinen, Associate VP for Academic Affairs, Southern California University of Health Sciences



User Error 404: Transparent Assessment Data Not Found

Alvarado H

A lack of transparent online communication can be a key barrier for viewers to derive the intended meaning behind posted assessment data. This interactive presentation will identify characteristics of transparency in an online environment and provide promising institutional examples. Participants will experience a simulation of usability testing as a tool to identify and give context to specific communication issues and will develop a model to take back to their institutions.

Robert Dumas, Research Analyst, The National Institute for Learning Outcomes Assessment, University of Illinois
Carrie Allen, Research Analyst, The National Institute for Learning Outcomes Assessment, University of Illinois



Monday, June 2

1:45 — 3:45 PM

Up, Up, Up and Away: Launching Your Assessment Tracking to New Heights Fireplace Room

Looking for a method of tracking assessment that doesn't cost an arm and a leg? This session is designed to share the process of how the assessment team at Northeastern University's College of Professional Studies designed and implemented a SharePoint tool that serves tracks program assessment reports and plans, as well as key approvals and administrative visibility into continuous improvement plans. Presenters will share both the pitfalls faced and how they fostered the dynamics of successfully launching the tool.

Lauren Nicoll, Assessment Data Specialist, Northeastern University – College of Professional Studies

Douglas Flor, Director, Academic Quality Assurance, Northeastern University – College of Professional Studies



Strand 9, Intermediate & Advanced

2:15 — 2:40 PM

SNACKS & DISCUSSIONS

Join us for snacks and conversation in the North Atrium.

2:45 — 3:45 PM

Assessment Solutions—**Sponsored Session** Alvarado A

Join this joint session for a preview of assessment solutions with AALHE's partners.

Using Taskstream to Manage Assessment & Facilitate Discussions About Improvement (2:45– 3:15)

Join us for a quick overview of how you can use Taskstream to manage your campus-wide assessment and e-portfolio initiatives, including defining outcomes, developing assessment

plans, collecting evidence of student learning, and using these data to inform improvements. See how our role-based dashboards and analytics help facilitate discussion around progress towards achieving assessment goals. Plus, get a first-hand look at our latest enhancements to learn how you can integrate assessment seamlessly into the learning process.

Dara Wexler, Director, Education Solutions

ExamSoft for Undergrad (3:15—3:45)

In this session, an ExamSoft client from an undergraduate program will give a summary of their best practices for using the software and field questions from attendees.

Brett Kellerstedt, University of North Texas
Beverly Mindle, ExamSoft

Bueller? Bueller? A Model for Assessing Student Learning Outside the Classroom Alvarado B

Much like Ferris Bueller from the 1986 film, our students grow, learn, and develop in important ways outside the classroom (in contrast to the film, our students also learn in the classroom). In this session we explore a model for assessing student learning and development in co-curricular programs. We will discuss the importance of assessing co-curricular programs, engaging staff, selecting instruments, creating templates and reports, and the similarities and differences between assessing learning and other measures of effectiveness. Anyone? Anyone?

Jeremy Penn, Director of Student Affairs Assessment, North Dakota State University



Strand 8, All Levels

Writing & Implementing Student Learning Outcomes for Student Services and Beyond Alvarado C

This session will present how to write and measure the effectiveness of student learning assessment outcomes and how to utilize the IDEA Model and WEAVE on-line assessment program

for tracking and documentation. In the past couple of years other departments such as Public Relations, Business Office, and the Office of Technology have begun participating in the learning assessment model.

Tonya Nelson, Director of Quality Improvement & Career Center, San Juan Community College

Brenda Mendez de Andrade, Coordinator of Hispanic Latino Center, San Juan Community College



Developing a Comprehensive Institutional Effectiveness Framework and Process

Alvarado D

This session introduces a sustainable and comprehensive institutional effectiveness (IE) model and process. One institution, with multiple campuses and a large online student population, is implementing an approach grounded in a continuous quality improvement framework that is comprehensive, integrated, ongoing, and data-informed. The process is designed to engage constituencies across the institution, including a number of shared services. Participants will gain insights from the IE framework that may be applied at their own institutions.

Steve Whitten, Vice President of Institutional Effectiveness, Colorado Technical University



Bridging the Gap: Aligning University and Employer Perceptions of Student Preparedness through Assessment

Alvarado E

This session will highlight the value of bringing faculty, students, alumni, and employers together to discuss ways to improve assessment of student learning, and using the improvements to better prepare graduates for the work industry. Recently, UNLV hosted an Assessment Summit that brought these stakeholders together and resulted in rich conversation and

solutions to narrow the wide gap in perception of student preparedness for industry between universities and employers.

Daniel Bubb, Director of Academic Assessment, University of Nevada-Las Vegas

Shawn Gerstenberger, Dean, University of Nevada-Las Vegas



Prior Learning Assessment: Using Rubrics to Support Reliability

Alvarado F

Prior Learning Assessment (PLA) offers an opportunity to translate learning gained outside the classroom into college credit, helping nontraditional students progress to degree completion. However, how do we know that learning is equivalent? Validity and reliability are tricky in PLA situations, but multiple strategies are available to address help this question. Using multiple raters with a PLA rubric provide evidence for both reliability and validity. Elements of a good PLA rubric will be shared, and numerous examples provided for discussion.

Sarah MacDonald, Director of Outreach & Engagement, James Madison University



Leading Local Change: Assessment as a Dialogue Towards Transformation in Higher Education

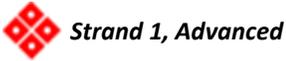
Alvarado G

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

Monday, June 2

3:45 — 5:00 PM

Catherine Wehlburg, Associate Provost, Texas Christian University



Demonstrating Improvement with Mature Data

Alvarado H

The goal of this presentation will be to present a model of using mature program learning outcome assessment data to demonstrate improvement. This model includes a basic assessment design that also foresees a two part action plan. The first part attempts to attain improvement; the second to determine if improvement was attained. Two case studies will be provided to illustrate how this process works.

Timothy Fowler, Assistant Director of Institutional Assessment, Liberty University

Robert Talley, Assistant Director of Institutional Assessment, Liberty University



Advisory Committees – Vital Support in Assessment

Fireplace Room

In this interactive session we will discuss the many benefits gained of using academic advisory committees in the assessment process. Program advisory committees can serve the assessment process from the beginning of program development, though on-going monitoring, to formative assessment of the post-graduate working in their chosen field.

Ed Cunliff, Professor, Adult and Higher Education, University of California, University of Central Oklahoma

Elle Skelton, Research Assistant, University of Central Oklahoma



4:00 — 5:00 PM

Healthy Assessment: How Nursing Schools Assess More Effectively and Less Painfully

Alvarado B

Nursing school faculties seem particularly adroit at "doing" assessment. How do they assess with more effectiveness and less consternation than do faculties in other disciplines? Interviews with nursing schools nationwide revealed that nursing schools intentionally align assessment operations with what matters most: student learning. They systematically invoke feedback for students via pathways independent of the faculty. Thus, assessment augments faculty work and makes students responsible for learning. This session contributes to the "emergent dialog" to show how it's done.

Douglas Eder, Emeritus, Southern Illinois University Edwardsville



Authentic Pedagogy and Assessment: Results after One Year

Alvarado C

We give the philosophy and first year results for a program to augment the traditional assessment toolkit with pedagogy and assessment of authentic student accomplishment that reaches an external audience. The program integrates faculty development, career services, library, and assessment activities in order to produce student work that is meaningful beyond the classroom walls.

David Eubanks, Associate Dean of the Faculty for Institutional Research & Assessment, Eckerd College

David Gliem, Associate Professor of Art History, Chair of Creative Arts Collegium, Eckerd College



Course Maps and Exam Blueprints to Align Assessments and Evidence-Based Changes Alvarado D

Course syllabi identify desired learning outcomes. Assignments, activities and assessments are then generated to support the teaching and learning of those outcomes. Unfortunately, all that work often gets reduced by students to a grade on an exam or the final course grade. This session will present basic course-level mapping and exam blueprinting tools that encourage faculty to transparently align the outcomes with the teaching/learning activities and the assessments. Presenters will demonstrate how resulting data can then be used by faculty to document changes and by students to reflect on progress toward meeting desired learning outcomes.

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

Jennifer L. Mathews, Associate Professor, Pharmaceutical Sciences, St. John Fisher College

 **Strand 3, Intermediate & Advanced**

Engaging Faculty and Staff in Assessment through a Campus-Wide Learning E-Portfolio Initiative Alvarado E

When instituting a new general education curriculum, Ithaca College turned to e-portfolios as a central component in assessing student learning. This session shares communication plans and strategies for informing and engaging faculty and staff in this campus-wide initiative. Participants will learn strategies for involving different constituents in rubric development, introducing students to e-portfolios, evaluating artifacts, and using assessment evidence to come together as a campus and improve student learning outcomes while meeting institutional planning and accreditation needs.

Danette Ifert Johnson, Assistant Provost and Director of the Integrative Core Curriculum, Ithaca College

 **Strand 1, All Levels**

Exploring the Implications of Competency-Based Education Alvarado F

This interactive session will be develop basic understandings about competency-based education and explore the ramifications for—and impact upon—current practices in higher education both within the major and in general education.

Robert Mundhenk, Co-Founder and Past President, AALHE and Visiting Scholar for the Higher Learning Commission of the North Central Association

 **Strand 6, All Levels**

From Mission to Learning: A Generative Approach to Creating Goals and Outcomes Alvarado G

Mission statements are best understood, not as prescriptive, but as generative. Aspirations embedded within these statements must be operationalized in a manner consistent with the culture of the institution. This requires designing goals and outcomes that are generated by the mission statement. Such goals and outcomes are necessarily aligned with the mission and will facilitate meaningful assessment. Participants gain an understanding of the reciprocal connections between student work product, institutional goals, and the mission statement.

Catherine Wehlburg, Associate Provost, Texas Christian University

 **Strand 5, Intermediate & Advanced**

Establishing Interrater Agreement in the 'Writing Across the Institutions' Project Alvarado H

How a common rubric (AAC&U VALUE Rubric: Written Communication) was operationalized in a consortium-sponsored "Writing Across the Institutions" assessment project. This study examined various measures in estimating interrater reliability.

Monday, June 2

4:00 — 7:30 PM

bility and discussed how data was used to help English faculty from 12 institutions engage in an open, collegial discussion to enhance their understanding of the rubric and scoring process as well as reach consistency in their expectations of 1st year college writing.

Jion Liou Yen, Associate Vice President, Lewis University
Genevieve Boesen, Executive Director, South Metropolitan Higher Education Consortium

 **Strand 9, All Levels**

Beyond the Nuts and Bolts of Assessment: A Road Map for Institutional Transformation Fireplace Room

This interactive and engaging session will provide participants with some effective and practical steps to help participants align programs and services to the institutional mission and strategic plan; use fundamental practices to assess student learning outcomes and unit objectives in annual assessment efforts; and implement approaches for effectively using results to advance and improve programs and services. Presenters will share challenges, lessons learned, and practices that work, as well as information regarding the tools, techniques and resources used by the presenter's institution.

Christine C. Thomas, Director, Academic Planning and Evaluation, Alabama State University

Tanjula Petty, Director, Quality Enhancement Plan, Alabama State University

 **Strand 2, All Levels**

5:30 — 7:30 PM

RECEPTION

Please join us for a complimentary reception for all conference attendees located outside in the Juniper Gardens across from Alvarado A. Drinks and hors d'oeuvres will be served. Sponsored by ExamSoft.

 **ExamSoft**

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 Alvarado B.

Breakfast menu includes a variety of breakfast burritos with eggs, fresh fruit, and Starbuck's coffee.

This workshop suggests ways to approach various assumptions about what outcomes assessment is and what it's for, so that (a) your audiences better understand what you (and they) are trying to accomplish and (b) your messages support assumptions that help the assessment process and modify ones that can harm it

Ephraim Schechter, Director, HigherEdAssessment.com



Strand 1, Intermediate & Advanced

Successful Programmatic Assessment: Principles, Perspectives & Practices

Alvarado C

Implementing effective systems for program- and institution-level assessment has presented challenges for colleges and universities. Using knowledge management as an organizing framework, this session will present an overview of programmatic assessment practices and trends in higher education. Best practices will be presented from pharmacy colleges/schools to illustrate approaches for: establishing metrics and targets, promoting engagement and knowledge-sharing, and using results to improve resource allocation and accountability. Tools to measure knowledge management practices will be presented and applied.

Jeanine Mount, Associate Dean of Undergraduate Education, Bouvé College of Health Sciences And Professor of Practice, School of Pharmacy, Northeastern University



Strand 5, Intermediate & Advanced

8:15 — 10:15 AM

Online Norming: A Strategy for Transitioning to Competency-Based Education **Alvarado A**

This session will provide participants with: (1.) A basic understanding of competency-based education; (2) norming as both a reliability/validity process and the central mechanism for outcomes-based awarding credit; (3) logistical considerations necessary to set the stage for competency-based education, and in particular, in an online environment. The workshop will include activities that will engage participants in the procedures and processes explored.

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

Kathleen Gorski, Director of Assessment, National Louis University



Strand 5, Intermediate

Why Assess? Shaping the Campus Conversation **Alvarado B**

Guiding and promoting assessment on your campus is more effective—and less frustrating—when what you do and how you talk about assessment makes sense to your audience(s).

Managing Resistance through Developmental Rubrics for Assessment Systems **Alvarado D**

“Buy-in” for program and service assessment varies. Developmental rubrics for assessment-systems allow providers to freely choose their assessment practices, while still meeting accreditation standards. After learning why, what, and how of 11 dimensions of assessment-system rubrics, participants

Tuesday, June 3

8:15 — 10:15 AM

will discuss forms of resistance and how to support assessment-system development.

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

 **Strand 1, Intermediate & Advanced**

What's Good Enough? Setting Standards Alvarado E

100 is a good score. Or is it? A score of 100 doesn't mean anything on its own. Standards provide the context or comparison that gives a score meaning. They help us interpret assessment results and figure out how the results can be used to improve teaching and learning. In this workshop, participants will learn standard-setting methods and practice them. In addition, participants will learn ways to set targets and tips for facilitating standard-setting sessions on their campus.

Monica Stitt-Bergh, Associate Specialist in Assessment, University of Hawai'i at Mānoa

 **Strand 3, Intermediate & Advanced**

Building Assessment Commitment Across Your Institution Alvarado F

This interactive workshop will provide participants with the opportunity to learn approaches to develop and sustain assessment commitment across an institution. Presenter will share how to effectively use leadership and communication skills to build a culture of planning, assessment, analysis, and responsibility to strengthen institutional assessment. Participants will be able to reflect on their institution's assessment process and identify areas where building commitment is essential.

Oscar O. Hernández, Executive Director of Planning and Assessment, Texas A&M University - Kingsville

 **Strand 2, All Levels**

Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic Alvarado G

Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic is based on a forthcoming book by the same name (to be published by Common Ground LLC in March 2014) and explores creativity and its assessment using easy-to-grasp concepts, concrete examples of arts assessment models, and case studies to form a blueprint that educators and students can use to assess endeavors in music, art, and design on both an individual basis and as a collective (course, cohort, department, program, etc.).

Joseph Hoey, Vice President, Accreditation Relations and Policy, Bridgepoint Education

David Chase, Vice Dean of Academic Affairs, AFI Conservatory of the American Film Institute

 **Strand 6, All Levels**

Mission Possible: Assessing Graduate and Professional Programs Alvarado H

Participants in this session will be introduced to the University of Florida's comprehensive, systematic approach to the assessment, measurement, and evaluation of graduate student learning and program effectiveness. I will share institutional templates and procedures that guide faculty to (a) align missions; (b) develop program goals and active student learning outcomes; (c) develop direct and indirect assessments; and (d) collect, analyze, interpret, and use assessment data to improve their programs. Assessment report samples will be provided for discussion and review.

Timothy Brophy, Director of Institutional Assessment, University of Florida

 **Strand 5, All Levels**

From Learning Outcome to Assessment: Measuring for Success

Fireplace Room

After learning outcomes are established for a course, faculty often have difficulty choosing precise methods that effectively measure that learning outcome. While exams and grades are often used to measure learning, more “authentic” methodologies may more validly measure how well students are able to apply course knowledge to “real life” skills. In this session, learn how to use learning outcomes to design effective learning activities, as well as assessments that accurately measure learning within any college course.

Jean Downs, Assessment Coordinator, Trinidad State Junior College

Asako Stone, Psychology Instructor, Central New Mexico Community College



Strand 4, Intermediate & Advanced

10:30 — 11:30 AM

Assessing Student Learning at the Institutional Level, Seeing the Forest and the Trees

Fireplace Room

This presentation will describe a meaningful and sustainable institutional assessment process, developed collaboratively by faculty and administrators to assess institutional goals related to program-level student learning and continuous improvement. The audience will examine how this method of collecting program-level data supports institutional goals, and provides opportunities for engaging academic programs, creating positive changes in the campus culture of assessment, and sharing assessment results with internal and external stakeholders.

Leah Bradley, Senior Assessment Associate, Rochester Institute of Technology



Strand 5, Intermediate & Advanced

Why is This So Hard?

Alvarado B

Why, decades into the assessment movement, are some people—and some institutions—still dragging their feet when it comes to assessment? Catharsis can be good for the soul! Come brainstorm the underlying root causes. Then Linda will share some ideas from her new book *Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability in Higher Education*. We'll conclude by identifying the root causes that we are empowered to address.

Linda Suskie, Assessment and Accreditation Consultant



Strand 1, Intermediate & Advanced

Data Analysis for Reporting Purposes

Alvarado C

This session is intended to describe how results should be used to review and adjust the instructional and non-instructional assessment plans, to ensure the highest quality of services are being provided, and to inform institutional leaders where their programs are in accomplishing their expected outcomes.

Tanjula Petty, Director, Quality Enhancement Plan, Alabama State University

Christine Thomas, Director, Academic Planning and Evaluation, Alabama State University



Strand 3, All Levels

Collaborative Strategic Planning in Assessment: Driving Accountability and Action

Alvarado F

Strategic plans provide goals and direction to cast vision, garner resources and spur progress. Our assessment of student learning committee, comprised of curricular and co-curricular educators, developed a plan to guide our assessment work. We used an inductive approach to formulate a comprehensive strategic assessment plan addressing student learning across academic and co-curricular areas. Participants learn to develop

Tuesday, June 3

10:30 AM — 1:45 PM

an assessment strategic plan that inspires collective action by adapting and applying the approach to their own campus settings.

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



Strand 2, Intermediate & Advanced

NILOA Survey Results: What We Know About Institutional Assessment Practice

Alvarado G

The National Institute for Learning Outcomes Assessment's (NILOA's) second national survey of provosts conducted in 2013 revealed fresh insights into the state of assessment practices across two- and four-year institutions. Results offer a useful portrait and the opportunity to benchmark assessment practices. In this session we will highlight the assessment approaches and tools used, and discuss organizational structures, resources, and features that support assessment activities. Discussion will focus on extensive results about assessment "worries" and "hopes" and what this portends for designing assessment that serves institutional and external needs.

Jillian Kinzie, Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA), Indiana University Bloomington
Natasha Jankowski, Assistant Director, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois Urbana Champaign



Strand 9, Intermediate & Advanced

Triangulating Assessment Methods in Doctoral Education

Alvarado H

This session will compare and contrast multiple methods for learning outcomes assessment in graduate education, with attention given to the relevance of each for internal and external stakeholders. These methods include faculty use of a rubric

for dissertations, external faculty validation of rubric use, surveys of research partners for impact of student work, external research on graduate effectiveness, and student self-assessment.

Eric Riedel, Chief Academic Officer, Walden University
Laura Knight Lynn, Executive Director, Center for Research Quality, Walden University
Leilani Endicott, Director, Office of Research Ethics and Compliance, Walden University



Strand 4, Intermediate & Advanced

11:45 — 1:45 PM

Lunch/Plenary

Clothing the Emperor: How Assessment Can Help Reshape Higher Education

Alvarado D & E

As pressure mounts for higher education to justify its costs—that is, to explain its value—amid charges that it is self-serving, out of touch, and not doing its job, it is becoming increasingly evident that the mere assertion that higher education is a high-quality enterprise is not enough. It is incumbent upon higher education to prove that it is doing the job it claims, but even the best marketing language in the world will not substitute for evidence. Good outcomes-based assessment may be the best way to make our case and provide such evidence.

Dr. Robert Mundhenk, Co-Founder and Past President, AALHE and Visiting Scholar for the Higher Learning Commission of the North Central Association

2:00 — 2:30 PM

Supplying Evidence: Faculty's Perceived Obstacles for Implementing a Scholarly Project Graduation Requirement Weavers

**Please note, this room is on the other side of the hotel conference center. Please ask AALHE staff if you need directions.*

This session presents findings from a qualitative investigation that unpacked faculty perceptions in relation to implementing a scholarly project graduation requirement. During a time when higher education constituencies are demanding higher quality evidence for students' learning, this session helps institutions to identify obstacles for implementing vital student assessment measures. This session identifies a variety of institutional roadblocks and offers troubleshooting for raising consensus and bypassing internal and external assessment threats.

Andrew Vosko, Assistant Professor, Southern California University of Health Sciences

 **Strand 4, Intermediate & Advanced**

Moving Away From Aggregate Statistics: Observation Oriented Modeling and Assessment Alvarado A

Aggregate statistics obfuscate potentially important patterns in assessment data, perpetuating a lack of clarity and certainty in the results of these analyses. Observation Oriented Modeling provides a comprehensive alternative to traditional null-hypothesis statistical analyses. Group differences are evaluated at the level of the individual. Results are transparent, easy to interpret, and free from statistical assumptions. This session will provide an introduction to Observation Oriented Modeling in the context of assessment in Higher Education.

Lisa Cota, Statistical Analyst, Oklahoma State University

 **Strand 3, Intermediate & Advanced**

Using a Wiki to Create a Compelling and Organized Portfolio of Evidence Alvarado B

In summer 2013, our campus-wide Accreditation Coordinator, worked with the AACSB Assurance of Learning (AoL) committee to populate and utilize the School of Business wiki space to organize all AoL committee work as well as templates to track assessment initiatives and foster an environment of continuous improvement. This is a work in progress being built around our next Maintenance of Accreditation visit in spring 2016. This space is also being used to organize other departmental business.

Katie Tierney, Accreditation Coordinator, SUNY Geneseo

 **Strand 9, All Levels**

Creating Order Out of Chaos: Moving to a Common Assessment Platform Alvarado C

In 2013, Northcentral University administration provided support to implement a comprehensive assessment program across 5 diverse schools offering primarily graduate education wholly online. The goal was to start collecting data 90 days from the first meeting. With several new positions and a new assessment management system, the team planned, tested, and implemented a process within the time frame. The civility, camaraderie, and support of the team members will be discussed as the essential elements of a successful assessment implementation.

Melissa Helvey, Associate Director of Programmatic Assessment, Northcentral University

Renee Aitkin, Director of Assessment in the School of Education, Northcentral University

 **Strand 1, All Levels**

Tuesday, June 3

2:00 — 2:30 PM

Using Embedded Online Assessments to Track and Map Competency Domains

Alvarado F

Marian University College of Osteopathic Medicine uses an embedded assessment model to measure licensure competencies in an integrated competency-based curriculum.

This session will introduce the techniques used to code all written and practical examination questions to the seven competency domains required for licensure. Utilization of an online system (ExamSoft) to track competency based learning and monitor student achievement will be described. Presenters will also share examples of the ways in which competency based assessment facilitates curriculum mapping and continuous curricular improvement.

Sarah Zahl, Director of Educational Assessment, Marian University College of Osteopathic Medicine

Sherry Jimenez, Assistant Dean for Educational Development, Marian University College of Osteopathic Medicine



Strand 6, All Levels

Persuading Participation: Using Peer Review to Engage Faculty in Assessment Processes

Alvarado G

Campuses often have three faculty groups: a small group on one end of the spectrum who champion assessment, a small group on the other end who are against assessment for an ideological reason, and a large, neutral group in the middle who can be convinced to engage if the work is quick, easy, and purposeful. This session will explain how University of Louisiana at Monroe uses peer review of assessment plans to begin persuading assessment participation from the untapped middle.

Allison Thompson, Director, Office of Assessment and Evaluation, University of Louisiana at Monroe

Kelli Cole, Research Analyst, Office of Assessment and Evaluation, University of Louisiana at Monroe



Strand 2, All Levels

Moving Beyond the Comps to Longitudinal Assessment of Student Identities

Alvarado H

Our Doctor of Education (Ed.D.) program moved beyond the comprehensive exams to create a program assessment portfolio based on key assessments from course work and student reflection in three identities: academic writer, doctoral researcher, and Edgewood leader. This session shares the trajectory and acquisition of growing student competence in the three identities, the program assessment structure, and the emphasis on reflection and constructivist approaches to learner-centered education. This move to valid program assessment serves our assessment needs and accreditation.

MJ Best, Assistant Professor, Higher Education Director Ed.D. Program, Edgewood College

Suzanne Otte Allen, Doctoral Writing Specialist, Edgewood College



Strand 9, Intermediate & Advanced

Using Curriculum Mapping to Bridge the Gap for General Education Assessment

Fireplace Room

As more and more students transfer among institutions, there could potentially be a gap in general education assessment for higher education institutions. This presentation will draw from one University's experiences in using curriculum mapping to bridge this gap. More specifically, disciplinary courses for all academic programs are mapped against the university's general education outcomes, which help identify opportunities for embedding general education assessment across the curriculum for each academic program.

Yuerong Sweetland, Director of Assessment, Franklin University



Strand 5, All Levels

2:45 — 3:30 PM

CONVERSATIONS WITH ASSESSMENT EXPERTS & SNACKS

Alvarado E

Members of the AALHE Board of Directors and selected assessment experts will make themselves available to conference participants 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. Conversation topics are noted on the round tables. Find an open seat and join in the discussion!

Snacks will be located in the North Atrium near Alvarado A.

TOPICS AND EXPERTS ARE:

General Assessment Methodology: David Dirlam, Virginia Wesleyan College

Accreditation and Assessment: David Eubanks, Eckerd College

Student Experience and Learning: Catherine Trough, Community College of Aurora

A Culture of Assessment: Susan Hatfield, Winona State University

Program Review: Catherine Wehlburg, Texas Christian College

Rubrics: Robert Pacheco, Miracosta College

General Education Assessment: Tara Rose, University of Kentucky

Curriculum/Artifact Mapping: Oscar Hernandez, A&M—Kingsville

Assessing Student Learning in Administrative Units: Ephraim Schechter, HigherEdAssessment.com

Assessment in Community Colleges: Susan Wood, Dona Ana Community College

Assessment in Student Affairs: Jeremy Penn, North Dakota State University

Assessing Online Education: Eric Riedel, Walden University

Credit Hour Compliance: Marsha Watson, National Louis University

Competency-Based Assessment: Bob Mundhenk, Higher Learning Commission of the North Central Association

Assessing Attitudes, Values, Dispositions, and Habits of Mind: Linda Suskie, Assessment & Accreditation Consultant

MOOCs: Leah Simpson, University of Kentucky

3:45 — 4:45 PM

Using Web-based Technology To Assess Student Learning: Columbia College Chicago's Approach

Alvarado A

Web-based technologies offer institutions with an opportunity to efficiently embed assessment in the culture of an institution. This session will describe one institutional approach to using web-based assessment techniques. Part of the session will describe common benefits and challenges of assessing student online. The next part of the session will cover strategies to successfully roll-out an online system to both faculty and students, faculty development and training, and the use of assessment data to foster curricular improvement and scholarship of teaching and learning (SoTL) projects.

André Foisy, Director of Evaluation & Assessment, Columbia College Chicago

 **Strand 9, All Levels**

Assessing a Campus-wide Internationalization Initiative: Aligning Assessments with Institutional Outcomes

Alvarado B

The University of Florida recently developed an assessment plan of their new Quality Enhancement initiative, Learning without Borders: Internationalizing the Gator Nation. The development of the assessment plan included (a) reviewing commercially available assessments, and (b) the development of direct and indirect assessments. The process focused on methods to ensure that the assessments were reliable and valid for

Tuesday, June 3

3:45 — 4:45 PM

the specific uses and interpretations, particularly on the alignment between the assessments, the student learning outcomes and the curriculum across disciplines.

M. David Miller, Professor, Research Methods and Evaluation, and Director, University of Florida

Timothy Brophy, Director of Institutional Assessment, University of Florida

 **Strand 5, All Levels**

Course Embedded Learning Outcome Assessment Based on Authentic Student Submission

Alvarado C

Automated the aggregation and reporting of student learning outcome achievement by course and by program is a very valuable data reporting function. Faculty can easily review and assess which assessment activities are effective and investigate others that might need attention. This gives the faculty the opportunity to re-evaluate and make course adjustments in a relatively real-time manner throughout the term or in preparation for a following term or academic year.

Michael Moore, Sr. Advisory Consultant - Analytics, Desire2Learn, Inc.

 **Strand 3, Intermediate & Advanced**

Diving into the Future: Overcoming Challenges of Implementing New Assessment Practices in Large-Enrollment Courses

Alvarado D

Faculty who teach large-enrollment courses face serious logistical challenges regarding the assessment of student learning, such as delivering assessments and collecting learning data, giving personalized feedback to students, and tweaking course instruction in real-time to accommodate and remediate demonstrated learning gaps. In this session, the speakers will address solutions for these common issues, among others, as well as field questions from attendees.

*Daniel Muzquiz, CEO, ExamSoft
Various ExamSoft clients*

From Data to Understanding

Alvarado E

Getting good data is hard enough, but figuring out what it means and what action to take is even harder. In this session we contrast the concepts of prediction, causality, and correlation, in the context of a decision-making loop in order to clarify how meaning is constructed from data, identify common errors, and produce defensible statements that summarize the data.

David Eubanks, Associate Dean of the Faculty for Institutional Research & Assessment, Eckerd College

 **Strand 3, Intermediate & Advanced**

Authentic Assessment of Liberal Education Outcomes in Two and Four Year-Degrees

Alvarado F

The presenters are among the co-authors of *Judgments of Quality: Connecting Faculty Best Assessment with Student Best Work* (2013), which resulted from a two-year, nine institution, Association for General and Liberal Studies (AGLS) project funded by the Lumina Foundation on assessing our graduates' best work in liberal education for both the AA/AS and BA in ways that do not lower expectations to generate data simply for accountability purposes.

Michael Gress, Director of Institutional Effectiveness, Vincennes University

Larry Peterson, Director of Assessment, Accreditation, and Academic Advising, North Dakota State University

Robert Strong, Associate Professor and Associate Dean of University Programs, St. Edward's University, Austin TX

 **Strand 5, Intermediate & Advanced**

Measuring Student Success Using Adaptive Learning Technology: A Success Story

Alvarado G

This session will explore the emergence of adaptive learning in higher education by specifically highlighting one institution's implementation strategy for its general education curriculum.

The presenters will focus on best practices and lessons learned using quantitative data to illustrate their results specifically in general education courses.

Tonya Troka, *University Program Director, General Education/ Psychology, Colorado Technical University*

Steve Whitten, *Vice President of Institutional Effectiveness, Colorado Technical University*



Strand 7, All Levels

Successful Engagement Strategies to Bring All Stakeholders to the Assessment Table Alvarado H

The landscape of higher education is changing at a very rapid pace. Ideally, decisions regarding these changes are supported by quality assessment data and meaningful conversation amongst all stakeholders of higher education prior to implementing change. Presenters will share strategies that have successfully led to engagement of stakeholders at a community college in the assessment process. This engagement has helped toward a common understanding of what should be known and able to be done upon completion of a particular course, degree or certificate program (i.e., student learning outcomes).

Sharon Cooper, *Professor of Business, Rock Valley College*

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



Strand 1, Intermediate & Advanced

Workplace & Life Competency Badges: Assessing and Documenting Essential Student Learning Fireplace Room

At the University of Central Oklahoma, Transformative Learning is expressed in our Central Six tenets: Discipline Knowledge; Leadership; Research, Creative, and Scholarly Activities; Global and Cultural Competencies; Service Learning and Civic Engagement; and Health and Wellness. With the Student Transforma-

tive Learning Record (STLR, pronounced "stellar"), we will both assess (rubrics) and document (e-portfolios) learning – both in and out of classrooms - for individual students who earn badges at three levels: exposure, integration, and transformation.

Cia Verschelden, *Executive Director Institutional Assessment, University of Central Oklahoma*

Sharra Hynes, *Executive Director Volunteer & Service Learning Center, University of Central Oklahoma*

Amanda Keese, *Coordinator, Academic Technology, University of Central Oklahoma*



Strand 4, Intermediate & Advanced

6:00 PM

NETWORKING DINNER

(Open to Everyone)

We invite you to join us for an evening of assessment talk and comradery. The group will meet in the Hotel Albuquerque lobby at 6 PM. From there, they will take a short walk to Old Town for dinner at the restaurant(s) of everyone's choice. The cost of dinner is the responsibility of the attendee.

Wednesday, June 4

7:00 — 10:30 AM

7:00 — 8:00 AM

BREAKFAST

Please join us for a complimentary continental breakfast.

Breakfast menu includes scrambled eggs, bacon & sausage, breakfast potatoes, pancakes with maple syrup, assorted breakfast breads, fresh fruit and berries, and Starbuck's coffee. Breakfast is located in the North Atrium.

7:15 — 7:45 AM

2015 Conference Planning Conversation Alvarado B

Please bring your breakfast and join Leah Simpson in a conversation about next year's AALHE conference. We want to hear your ideas on how to make the next year even better!

8:00 — 9:00 AM

PLENARY

Making a Commitment to Quality: Assessment as Scholarship Alvarado D & E

The purpose of this talk is to inspire and assure all assessment practitioners of the centrality of our work; it goes right to the heart of every mission statement of every institution. We have recognized purpose. Unfortunately, the means by which our work has been resourced is not equivalent to its centrality or purpose. Given the escalation in demands for assessment, accreditation and accountability, the time is now to make a commitment to quality in all assessment practice. Anything less is a waste of the precious resources that have been allocated. Our institutions and programs need quality data worthy of the decisions and inferences necessary to support decisions about student learning and program quality. There are three prerequisites to quality assessment: 1) large, representative samples of students; 2) excellence in instrumentation that is mapped to our goals and objectives and instructional delivery; and 3) moti-

vated students to complete these assessment tasks. Quality assessment is scholarship. Only scholarship will suffice, and only scholarship will help us to engage our faculty meaningfully in this work. Together, we will discuss the prerequisites for success, how to achieve those prerequisites and ways in which assessment as scholarship can help us make explicit connections between college, learning, and students' preparation for life beyond. No more fear of commitment.....to quality.

Donna L. Sundre, Executive Director, Center for Assessment and Research Studies

9:30 — 10:30 AM

Assessment Solutions—Sponsored Session Alvarado A

Join this joint session for a preview of assessment solutions with AALHE's partners.

ExamSoft for Professional Programs (9:30—10:00)

In this session, an ExamSoft client from a professional program will give a summary of their best practices for using the software and field questions from attendees.

Jane Souza, St. John Fisher College
Carter Maddox, ExamSoft

Using Taskstream to Manage Assessment & Facilitate Discussions About Improvement (10:00-10:30)

Join us for a quick overview of how you can use Taskstream to manage your campus-wide assessment and e-portfolio initiatives, including defining outcomes, developing assessment plans, collecting evidence of student learning, and using these data to inform improvements. See how our role-based dashboards and analytics help facilitate discussion around progress towards achieving assessment goals. Plus, get a first-hand look at our latest enhancements to learn how you can integrate assessment seamlessly into the learning process.

Dara Wexler, Director, Education Solutions

Comparing Standardized and Authentic Assessment Methods: Beliefs, Practices, and Validity

Alvarado C

This session compares use of standardized assessments (e.g., Collegiate Learning Assessment) with authentic assessments of student artifacts using rubrics. In real time, participants will be polled regarding their beliefs of and institution's use of each method. Data linking assessments of nursing students' critical thinking and written expression, using both the CLA and VALUE rubrics, with high stakes exam performance will also be presented. Discussion of data and poll results will highlight issues regarding the validity and utility of each method.

Christopher Parker, Associate Vice Provost for Academic Outcomes Assessment, Northern Illinois University

Tawanda Gipson, Research Associate, Northern Illinois University

Joseph Kutter, Graduate Assistant, Northern Illinois University



Strand 4, Intermediate & Advanced

Evidence to Action: Moving From a Review of the Findings to Trying Something New

Alvarado D

Effective assessment depends on bringing people together to examine assessment findings, reflect on their meaning and discover approaches that yield better results. What are the mechanisms from moving from a review of the findings to trying something new? How do we discover the strategies that are having the biggest impact on learning and share these discoveries with others? In this session, we will collaboratively explore data using an inquiry model designed to discover the compelling stories behind the data to inform decision making at the proper place of practice.

Robert Pacheco, Dean of Office of Institutional Planning, Research, and Grants, Miracosta College



Strand 3, Intermediate & Advanced

Formulating Appropriate Institutional Effectiveness Policy for your Institution

Alvarado E

There are several initiatives focused on promoting assessment culture on our campuses. One of them is the formulation of a policy on institutional effectiveness. In spite of the policy, we still have more colleges falling short on their institutional effectiveness requirements. Fostering a culture of assessment continues to be a dream on many campuses. This paper discusses institutional effectiveness policy and how to create a policy that works best for your institution.

Taiwo Ande, Assistant Provost, Institutional Analysis and Effectiveness, University of Mary Washington



Strand 1, Intermediate & Advanced

Best Practices Model for Authentic Institutional Assessment

Alvarado F

In this session, National Louis University, in conjunction with Desire2Learn, will describe a methodology whereby institutions can accomplish an automated, authentic assessment strategy at the programmatic or institutional level that manages evaluator variability and strengthens the validity of the assessment results— all in a labor-efficient and resource-conscious manner.

Kathleen Gorski, Director of Assessment, National Louis University

Michael Moore, Sr. Advisory Consultant - Analytics, Desire2Learn, Inc.



Strand 5, Intermediate & Advanced

Assessing Critical Thinking Through Performance Tasks

Alvarado G

In this session presenters will argue that critical thinking can be assessed using performance tasks. In a performance task students are asked to critically examine a series of documents and

Wednesday, June 4

9:30 — 11:45 AM

make judgments based on the data presented. At Dona Ana Community College faculty work together to develop performance tasks and then invite faculty from across campus to administer the assessment in their courses. Presenters will describe the process and procedure, as well as data gathered.

Susan Wood, *Department Chair, English and Communication, Dona Ana Community College*

Pierre Laroch, *Vice President, Student Services, Eastern New Mexico University-Ruidoso*

 **Strand 1, Intermediate & Advanced**

Effective Assignment Design: More than Mapping to Outcomes Alvarado H

Results from the NILOA provost survey (2014, January) indicate that some of the most valuable and useful information on student learning is from classroom-based assessments which take the form of well-designed and crafted assignments. Yet, many assessment practitioners are not positioned well to help facilitate conversations around assignment design, curriculum mapping, or engaging multiple stakeholders in assignment design linked to learning outcomes. This session will outline an assignment charrette model which may be used by campuses to engage with assignment design conversations.

Natasha Jankowski, *Assistant Director, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois Urbana Champaign*

Pat Hutchings, *Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA)*

 **Strand 1, Intermediate & Advanced**

Selecting Approaches to Credit Hour Measurement Fireplace Room

This session will present multiple approaches to measurement of evaluating credit hour assignment including comparing to similar courses from other institutions, using student self-report, and developing faculty-designed formulas. Beyond

meeting regulatory needs, the presentation will demonstrate how these methods can be used to provide insight into student learning and the institution as a learning environment. Application of these methods to non-course based learning environments will also be discussed.

Eric Riedel, *Chief Academic Officer, Walden University*

Shari L. Jorissen, *Director of Assessment, Office of Institutional Research & Assessment, Walden University*

Crissie M. Grove Jameson, *Director of Academic Quality, Office of Institutional Research & Assessment, Walden University*

 **Strand 9, Intermediate & Advanced**

10:45 — 11:45 AM

Moving from a Culture of Acceptance to a Culture of Commitment Alvarado B

Assessment and institutional effectiveness professionals remain focused on the value institutions place on assessment and on how to enhance this value. In addition to teaching about and encouraging the assessment process with a focus on writing assessment reports, we propose that Assessment and Institutional Effectiveness units must include goals that foster a deeper understanding and greater commitment to the assessment process for all units across institutions, both academic and administrative.

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

Delena Bell Gatch, *Interim Director of Assessment, Institutional Effectiveness, Georgia Southern University*

 **Strand 2, Intermediate & Advanced**

#Assessment: A Framework for Deciding What and How to Report Assessment Results

Alvarado C

Deciding what assessment information to report and how it should be reported is a critical, yet complex, aspect of assessment. In this session we present a framework that can be used to carefully and intentionally work through the many issues that arise in reporting assessment results. We also explore strategies for reaching our diverse stakeholders, including Twitter and infographics. Participants will receive a handout to use to guide this process at their institution.

Jeremy Penn, Director of Assessment, North Dakota State University

Mark Nicholas, Director of Assessment, Framingham State University



A Performance-Based Approach to License Teacher Candidates and Support Program Improvement

Alvarado D

edTPA is the first nationally available, research- and standards-based support and assessment program that can serve as a common measure of candidate performance. Developed by the profession for the profession, edTPA is available in 27 initial licensure areas. In this session, presenters will describe the development and launch of edTPA, nationwide field testing, state and institutional participation, implementation resources, and standard setting. Presenters will also review “lessons learned” by programs using the assessment in relation to how data may be used to inform program renewal and support accreditation activities.

Andrea Whittaker, Director, Teacher Performance Assessment, Stanford University

Saroja R. Barnes, Senior Director for Professional Issues, American Association of Colleges for Teacher Education



Assessment Journey of a Mid-size Liberal Arts Institution

Alvarado E

Assessment of student learning is a journey with different milestones along the way. It begins with educational values. Effective assessment of student achievement is also rooted in the mission of the institution. This presentation will focus on our general education assessment journey over the last seven years; discuss the steps we took to analyze and use our existing General Education results which informed our future direction. The presentation will share lessons learned, what worked, and challenges.

Elizabeth Owolabi, Director of Institutional Research, Concordia University Chicago



Engaging Faculty to Develop and Implement Meaningful Assessments of Institutional Outcomes

Alvarado F

There are significant challenges in designing and implementing meaningful assessments for institution-wide outcomes. This session provides an opportunity to consider how “assessment week,” focusing on seniors and conducted using specially developed performance tasks, can enable assessment of key institutional learning outcomes. After a discussion of the concept, the process by which tasks were developed, and a review of example tasks, participants will break into small groups to explore ideas for tasks aimed at outcomes important on their own campuses.

Joan Hawthorne, Director of Assessment and Regional Accreditation, University of North Dakota

Anne Kelsch, Director of the Office of Instructional Development, University of North Dakota



Wednesday, June 4

10:45 AM — 11:45 AM

Using Technology to Validate Student Attainment of Learning Outcomes

Alvarado G

Instructional environments are created to help ensure student achievement of learning outcomes. After grades are awarded, each instructor should consider the degree to which the learning environment was successful in accomplishing this goal without having to invest significant time in manual calculations. This session presents ExamSoft technology and a measurement model to validate assessment results for making formative and summative assessment decisions at the course level and how to link course level attainment to the program and institutional levels.

Ronald Carriveau, Outcome & Assessment Specialist and QEP Assistant-Director, University of North Texas

Beverly Mindle, Technical Account Manager – Strategic Accounts, UNT Account Manager from ExamSoft Worldwide

Brett Kellerstedt, Graduate Research Assistant, University of North Texas

 **Strand 3, Intermediate & Advanced**

Graduate Student/Program Assessment: A Marathon, Not a Sprint

Alvarado H

Implementing graduate program assessment is more like a marathon than a sprint. The presenter will describe one institution's efforts to institutionalize the graduate level assessment process, including creation of learning outcomes, development of assessment measures, and establishment of reporting requirements. We will discuss faculty engagement and strategies for sharing the workload required to measure learning outcomes. This session will focus on best practices, lessons learned, and pitfalls to avoid when implementing a comprehensive plan for graduate program assessment.

Kay Schneider, Director of Assessment, Colorado School of Mines

 **Strand 1, Intermediate**

The Course Design Matrix: A Critical Link in Formative Program Assessment

Fireplace Room

Program assessment gets exciting when faculty make educationally useful discoveries. Considering that few educational practices have high impacts, however, implies educational usefulness is a “settled” issue. Course Design Matrices (CDMs) enable assessors to identify learning impacts for an astronomically large number of educational practice patterns using an easily countable number of options checked in a simple survey. Participants in this workshop will learn how CDMs advance assessment, create CDMs, identify useful analyses for various formative assessment designs, and receive a sample survey.

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



Strand 4, Advanced

AALHE Board Members

President

Eric Riedel

2014 President, AALHE Board of Directors
Chief Academic Officer
Walden University

Board Members

David Eubanks

Associate Dean of Faculty for Institutional Research & Assessment
Eckerd College

Susan Hatfield

Professor, Communication Studies
Winona State University

Oscar Hernández

Executive Director of Planning and Assessment Texas
A&M-Kingsville

David M. Jordan

Director, Institutional Effectiveness
Emory University

Robert T. Mundhenk

Co-Founder and Past President, AALHE and Visiting
Scholar for the Higher Learning Commission of the
North Central Association

Robert Pacheco

Dean of Planning, Research and Grants and Accreditation
Liaison Officer
MiraCosta College

Jeremy Penn

Director of University Testing and Assessment Oklahoma
State University in Stillwater, Oklahoma

Tara Rose

2014 President-Elect, AALHE Board of Directors
Director of Assessment
University of Kentucky

Ephraim Schechter

Founder, *HigherEdAssessment.com*
North Carolina State University (retired)

Linda Suskie

Assessment & Accreditation Consultant

Marsha Watson

Co-Founder and 2014 Past-President, AALHE Board
of Directors
Vice Provost for Institutional Effectiveness &
Accreditation
National Louis University

Catherine Wehlburg

Assistant Provost
Texas Christian University

Susan Wood

Department Chair, English & Communication
Dona Ana Community College

Conference Committee

This year 11 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.

Susan Wood

Committee Chair, Dona Ana Community College

Marsha Watson

Committee Vice Chair, National Louis University

Andrea Barra

Lehman College

Queen Booker

Minnesota State University, Mankato

Victoria Ferrara

Mercy College

Susan Hatfield

Winona State University

Oscar Hernandez

Texas A&M University—Kingsville

George Klemic

Lewis University

Carol Lerch

Worcester State University

Leah Simpson

University of Kentucky

Catherine Truth

Community College of Aurora

Exhibitors

Assessment geek. Data dork. Outcomes nerd. Pedagogy poindexter. Teaching techie.

With ExamSoft, we encourage you to geek out over student learning outcomes data. And we've created a community for like-minded assessment geeks like you to geek out with.

At **I Love Assessment**, you'll be connected to assessment professionals throughout the country to share best practices, new innovations, and more.

Visit www.iloveassessment.com to join!

Don't miss out on our sessions at AALHE!

Monday, 6/2 @ 3.15 – 3.45
“ExamSoft for Undergrad”
Location: Alvarado A

Tuesday, 6/3 @ 3.45 – 4.45
“Diving into the Future: Overcoming challenges of implementing new assessment practices in large-enrollment courses”
Location: Alvarado D

Wednesday, 6/4 @ 9.30 – 10
“ExamSoft for Professional Programs”
Location: Alvarado A



 ExamSoft

Call: 866.429.8889
Email: info@examsoft.com
learn.examsoft.com

“ Using Taskstream to Manage Assessment & Facilitate Discussions About Improvement ”



Join one of our sessions
Located in Alvarado A

Monday, June 2
2:45 - 3:15 pm

Wednesday, June 4
10:00 - 10:30 am



Please stop by the exhibitor tables during the following hours:

Monday, June 2

2:00 PM—4:00 PM

Tuesday, June 3

10:00 AM—12:00 PM

2:30—4:00 PM

Wednesday, June 4

8:30 AM—9:30 AM

ACAT

Content-based Learning Outcomes
Assessment in the Major

Art • Agriculture • Biology • Business • Communication
Criminal Justice • Geology • History • Literature in English
Political Science • Psychology • Social Work

The ACAT is a leading national exit exam
for assessing content mastery in the major.

Customizable content ensures you receive data
relevant to your teaching and learning goals.

Let us provide the data you need to make
your assessment program work for you!

Learn more online at:

www.collegeoutcomes.com

or call us at 1-866-680-2228

The ACAT is also available for computer-based administration:

ACAT Online - for proctored administration

ACAT-N - online for unproctored settings



STUDENT RATINGS of INSTRUCTION SYSTEM

focuses on student learning on faculty-selected course outcomes

How am I doing?

IDEA reports provide data-driven feedback for teaching improvement and connects recommendations with developmental resources.

How are WE doing?

IDEA data answers even bigger questions — longitudinal, contextual, curricular, and pedagogical, and questions related to student learning outcomes.

Free online resources for support:

POD-IDEA Notes on Instruction
POD-IDEA Notes on Learning
IDEA Papers on Teaching and Learning

Other research-based services:

Feedback System for Chairs
Feedback System for Administrators

A nonprofit organization providing assessment and feedback systems to improve learning in higher education

IDEAedu.org

To request additional information, contact IDEA at
info@IDEAedu.org or 800.255.2757

Guide to Albuquerque

Nearby Attractions in Albuquerque

516 Arts

An independent, nonprofit museum-style gallery offering adventurous exhibitions from traditional arts to contemporary work and innovative projects. **12-5pm**

516 Central Ave. SW, 505-242-1445

Albuquerque Biological Park

A unique environmental museum comprising four facilities, the Albuquerque Aquarium, Rio Grande Botanic Garden, Rio Grande Zoo, and Tingley Beach.

903 Tenth St. SW, 505-768-2000

Albuquerque Museum of Art & History

Art of the Southwest and 400 years of Albuquerque history.

Tuesday-Sunday, 9am-5pm

2000 Mountain Rd NW; 505-243-7255

Anderson-Abruzzo Albuquerque International Balloon Museum

See and understand how hot air and gas balloons have been used for adventure, scientific exploration, arts, warfare, and the exploration of space.

Tuesday-Sunday, 9am-5pm

9201 Balloon Museum Dr. NE; 505-768-6020

Indian Pueblo Cultural Center

Changing exhibitions of art, food, culture, history, and current affairs of the Pueblo people.

Monday-Sunday, 9am-5pm

2401 12th St. NW; 505-843-7270

Jemez Valley

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

Maxwell Museum of Anthropology

Offers exhibits and programs relating to cultures around the world, with a special emphasis on the cultural heritage of the Southwest.

Tuesday-Saturday, 9am-4pm

500 Redondo Drive; 505-277-4405

National Hispanic Cultural Center

A world-class center for Hispanic arts and culture featuring an art museum, performing arts complex, library and genealogy center, restaurant, and gift shop.

Tuesday-Sunday, 10am-5pm

1701 Fourth St. SW; 505-246-2261

New Mexico Museum of Natural History and Science

An innovative, hands-on experience that explores NM's unique natural history.

Monday-Sunday, 9am-5pm

1801 Mountain Rd NW; 505-841-2800

Guide to Albuquerque

Rainbow Ryders Inc., Hot Air Balloon Company

Offers hot air balloon rides. Flight package includes a one hour flight, traditional champagne ceremony, flight certificate, and balloon pin.

Daily, 7am-7pm

5601 Eagle Rock Ave. NE; 505-823-1111

Sandia Peak Aerial Tramway

See the rugged rock escarpment and deep canyons of the Sandia Mountains as you ascend 2.7 miles to 10,378 feet.

Daily, 9am-9pm

30 Tramway Rd. NE; 505-856-7325

Tijeras Pueblo Archaeological Site

A 1/3 mile self-guided trail with interpretive signage and models offers a glimpse into the life in an East Mountain 14th century ancestral pueblo.

11776 Hwy 337 S; 505-281-3304

Turquoise Museum

Learn everything about turquoise, mines, history, lapidary, and consumer education.

90 Minute Guided Tours Monday-Saturday, 11am and 1pm

2107 Central Ave NW; 505-247-8650

Dining in Old Town Albuquerque

Antiquity: A Restaurant

French, Spanish, and International cuisine including French Onion Soup, Escargot, Stuffed Mushrooms, Beef Carpaccio,

Chicken Madagascar, etc.; \$25+ per entrée

112 Romero St., NW; 505-247-3545

Bébé Café

Cozy café with a lovely courtyard. Coffee, Sandwiches, Soup, etc.; \$10 or less per entrée

206 San Felipe St. NW; 505-244-9400

Church Street Café

Mexican and New Mexican fare with outdoor dining. \$10-\$15 per entrée

2111 Church St. NW; 505-247-8522

La Placita Dining Rooms

Traditional Mexican-style food, enchiladas, sopapillas, tamales, etc.; \$10-\$15 per entrée

208 San Felipe St. NW; 505-247-2204

Monte Carlo Steak House

Steaks, Hamburgers, Pork chops, etc.; \$15-\$25 per entrée

3916 Central Ave., SW; 505-836-9886

Old Town Pizza Parlor

Pizza, Sandwiches, and Subs, etc.; \$10 or less per entrée

108 Rio Grande Blvd., NW; 505-999-1949

Red Rock Café & Greek Bistro

Traditional Greek Salad, Gyro, Chicken Suvlaki, etc.; \$10-\$15 per entrée

308 San Felipe NW; 505-243-3361

St. Clair Winery & Bistro

Wine Bar, Spinach & Artichoke Heart Dip, etc.; \$10-\$15 per entrée

901 Rio Grande Blvd., NW; 505-243-9916

Notes