

# THE 2007 ASSESSMENT INSTITUTE IN INDIANAPOLIS

Presented by

The Office of  
Planning and Institutional Improvement

at

Indiana University-Purdue University  
Indianapolis

November 4 – November 6, 2007

The Westin Indianapolis  
50 South Capitol Avenue  
Indianapolis, Indiana

# THE 2007 ASSESSMENT INSTITUTE IN INDIANAPOLIS

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**Planning and Institutional Improvement  
Indiana University-Purdue University Indianapolis**

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## SCHEDULE

### ***Sunday, November 4, 2007***

#### **Pre-Institute Workshops – Special Registration Required**

***Track: 01A (FD)***

***Time: 9:00 a.m. - 3:00 p.m.***

***Room: Capitol 2***

*Concurrent Workshop  
Sunday, November 4, 2007  
Beginners and Advanced*

#### **Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education**

Emphasizing simplicity, feasibility, and effectiveness, this workshop offers a step-by-step plan for institutions, departments, and general education to build on what they are already doing, discard what is not working, get faculty on board, enhance student learning, meet the institution's own needs, and work with external accreditors. Special attention to implications of the Spellings Commission report and appropriate uses of national testing or survey instruments.

**Barbara E. Walvoord, University of Notre Dame**

***Track: 01B (EP)***

***Time: 9:00 a.m. - 3:00 p.m.***

***Room: Caucus***

*Concurrent Workshop  
Sunday, November 4, 2007  
Beginners and Advanced*

#### **Making the Move to an Online Accreditation Self-Study**

Regional accreditation has undergone dramatic changes in the past decade. New standards and criteria make student learning and its assessment more central to accreditation than ever before. New accreditation processes may call for multi-phase reviews of compliance and effectiveness that examine past accomplishments and plan for future improvement around student learning. The use of technology to organize and communicate information and evidence is expected and encouraged. An electronic institutional portfolio can be a powerful tool for responding to these changes, documenting improvement over time, and demonstrating educational effectiveness. IUPUI and Portland

State University, pioneers in the development of online institutional portfolios, recently used their portfolios as platforms for successful online accreditation self-studies. This interactive workshop will examine current trends in accreditation and introduce participants to electronic portfolios as a medium that allows for dynamic, interactive, and compelling representations of accomplishments and effectiveness for accreditation. Presenters will discuss how their institutions developed their portfolio web sites, important principles for designing and organizing electronic institutional portfolios, and pitfalls to avoid. Participants will consider how institutional portfolios might benefit their own institutions and plan initial steps in developing portfolios for their own institutions.

**Susan Kahn, IUPUI; and Kathi A. Ketcheson, Portland State University**

**Track: 01C (FD)**

**Time: 9:00 a.m. - 3:00 p.m.**

**Room: Capitol 1**

*Concurrent Workshop  
Sunday, November 4, 2007  
Beginners and Advanced*

**Multiple Faculty Development Perspectives on the Electronic Portfolio Experience**

Participants will explore ways in which various stakeholders will interact and be supported in these interactions with the campus-wide electronic portfolio based on their campus role. The session will also illustrate how performance on individual course assignments can be linked through a chain of transactions to produce aggregated data regarding student learning.

**Sharon J. Hamilton, Elizabeth J. Rubens, Susan Kahn, Catherine Buyarski, Lynn Ward, John Gosney, and Mary Price, IUPUI**

**Track: 01D (FY)**

**Time: 9:00 - 11:30 a.m.**

**Room: Chamber**

*Concurrent Workshop  
Sunday, November 4, 2007  
Beginners and Advanced*

**A Comprehensive Assessment for a Large Entering Student Unit: Planning, Implementing, and Using Assessment Results**

Assessment is an essential component of program development and refinement in University College, the entering student unit at IUPUI that serves over 8,000.

Comprehensive assessment activities are often necessary to plan, implement, and continuously improve first-year programs. All major programs, including orientation, advising, and peer mentoring, are regularly scheduled for reviews, a two-year process with self-study and outside review components. We plan to present some major assessment strategies such as improving and proving effectiveness, using assessment results for planning and resource decisions, involving faculty, measuring student learning outcomes, using quantitative and qualitative approaches, and linking data to action. We will also discuss some major challenges we have faced with implementing assessment plans. This workshop has been designed to appeal to those who are just beginning assessment activities on their campuses and for those who are interested in improving existing assessment programs.

**Scott E. Evenbeck, Michele J. Hansen, and Gayle A. Williams, IUPUI**

**Track: 01E (FD)**  
**Time: 9:00 - 11:30 a.m.**  
**Room: Council**

*Concurrent Workshop*  
*Sunday, November 4, 2007*  
*Beginners and Advanced*

**Hidden Sources of Assessment Data: There's Gold in Them There Assignments!**

One of the hardest things for a lot of faculty when they confront the process of assessment is operationalizing learning in a way that can be measured efficiently and effectively. The purpose of this workshop will be to form a working learning community around ways to measure formally and informally some of our favorite performance constructs. Participants will be asked to come with a learning outcome that they would like to measure, and we will see what alternative data sources might inform without overwhelming either them or the students.

**Marilla Svinicki, University of Texas at Austin**

**Track: 01F (MT)**  
**Time: 9:00 - 11:30 a.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Sunday, November 4, 2007*  
*Beginners and Advanced*

**Capstone Experiences and Their Use in Learning and Assessment: Mountaintops, Magnets, and Mandates**

This interactive workshop presents information on capstone experiences and their uses in assessing undergraduate learning outcomes at the program level. Case studies, best practices, instructional objectives, model syllabi, and student, faculty, and administrator issues will be addressed. Ways to develop, implement, evaluate, and improve capstones in a variety of disciplines will be covered.

**Stephen P. Hundley, IUPUI**

**Track: 01G (MT)**  
**Time: 9:00 - 11:30 a.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Sunday, November 4, 2007*  
*Beginners and Advanced*

**Assessing Campus-Wide Assessment Programs**

This workshop presents a six-step model for assessing performance of campus-wide assessment programs. The model analyzes who needs what information and why; program purpose and operations; critical success factors; performance indicators, data sources, and reference points for assessing seven areas of performance; and conveyance of assessment results to end users.

**Barbara Miller, DePauw University; and Suzanne Swope, Emerson College**

**Track: 01H (SD)**  
**Time: 1:00 - 3:30 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Sunday, November 4, 2007*  
*Beginners and Advanced*

**Moving From One-Shot Wonders to a Coherent Campus Plan for Diversity: Using Assessment Results to Create a Campus Culture of Diversity**

Institutions of higher education state that they value diversity among their faculty, staff, and student body, as well as development of the knowledge, attitudes, and skills required to work in a diverse environment. However, assessment of outcomes associated with efforts to promote diversity is challenging. Participants in this workshop will experience the process used to develop diversity performance indicators that evaluate campus efforts toward living the mission of a diverse campus community. This process may also be applied to diversity efforts within a campus unit or an overall campus diversity plan.

**Karen M. Whitney, IUPUI; and A. Katherine Busby, University of Alabama**

**Track: 01I (MT)**  
**Time: 1:00 - 3:30 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Sunday, November 4, 2007*  
*Beginners*

**Does Your Assessment Information Help You Plan?**

Grades, portfolios, tests, and other sources can give you information about students' learning. This workshop will help you use it more effectively to plan and improve their learning experience. You'll have opportunities to think and talk about the assessment information you gather and the information you use for planning.

**Ephraim Schechter, HigherEdAssessment.com**

**Track: 01J (MT)**  
**Time: 1:00 - 3:30 p.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Sunday, November 4, 2007*  
*Beginners and Advanced*

**From Soup to Nuts: Program Review as a Value-Added Assessment Activity**

We will present both an overview of IUPUI's program review from the institution's perspective and the experience of one department. Institutional and departmental mission, vision, values, and strategic directions will be addressed; sources of data and the processes used to complete the self-study will be identified; and the recommendations and outcomes of program review on curricular, faculty, and quality issues will be discussed. Participants will discuss plans for implementing and/or strengthening program review, examine case studies on program review's effectiveness, and assess their institution's program review processes.

**Karen E. Black and Stephen P. Hundley, IUPUI**

## Monday, November 5, 2007

**7:30 – 8:45 a.m. ~ Continental Breakfast ~ Continental breakfast is located in the first floor Capitol Ballroom Foyer and in the second floor Grand 2 & 3 Foyer**

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**Time: 9:00 – 10:00 a.m.**

**Room: Convention Center – Sagamore Ballroom 4&5**

*Plenary Session  
Monday, November 5, 2007  
Beginners and Advanced*

### **Trudy W. Banta – Welcome and Introductions**

Professor of Higher Education and  
Senior Advisor to the Chancellor for Academic Planning and Evaluation  
Indiana University-Purdue University Indianapolis

### **Back to Assessments of Summative Learning in the Disciplines**

College and community college students do not earn degrees in critical thinking or teamwork. They earn degrees in anthropology, drama, electrical engineering, radiologic technology, nursing, etc. If you want to tell the public---let alone students themselves---what they know and can do, how do you do it? What can faculty do with this information? We're going to offer a few models, and see how the panel can expand on them.

### **Clifford Adelman**

Senior Associate  
The Institute for Higher Education Policy

### **KEYNOTE PANEL**

### **Thomas A. Angelo**

Professor of Higher Education and Director, University Teaching Development Centre  
Victoria University of Wellington, New Zealand

### **Peter T. Ewell**

Vice President  
National Center for Higher Education Management Systems (NCHEMS)

### **George D. Kuh**

Chancellor's Professor of Higher Education and Director, Center for Postsecondary Research  
Indiana University

### **Jeffrey A. Seybert**

Director, Research, Evaluation, and Institutional Development  
Johnson County (KS) Community College

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**10:15 a.m. – 5:00 p.m. ~ Best Practices Presentations (See page 54 for details)**

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**Track: 02A (FD)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Capitol 2**

*Track Keynote*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Moving Beyond 'Whadja Get?' – Exploiting the Multiple Uses of Classroom Assessment**

Over the last few years faculty have come to realize all the possible uses of classroom assessment, from student performance demonstrations to feedback on teaching to accreditation documentation. But what about the students? Many still see these activities only as “tests” when there is so much more that they could learn if they looked beyond the grade. This keynote address will explore how to help students learn to benefit from assessments in a way that might change their perspective on whose responsibility learning really is.

**Marilla Svinicki, University of Texas at Austin**

**Track: 02B (CE)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Capitol 1**

*Track Keynote*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Issues, Strategies, and Tools for Assessing Institutional Civic Engagement**

There is increasing interest in documenting and assessing civic engagement, including service learning, at the institutional level for the Carnegie elective classification for Community Engagement, accreditation, and other internal and external purposes (e.g., strategic planning, publicity). Professor Furco will review key elements for organizing civic engagement assessment, strategies for developing institutional capacity for this assessment, and some of the challenges inherent in civic engagement measurement. The presentation will include findings from a study of more than 200 colleges and universities that conducted campus-wide assessments of service learning institutionalization.

**Andrew Furco, University of California, Berkeley**

**Track: 02C (FY)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Capitol 3**

*Track Keynote*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Assessment as Change Management: Creating Advocates for Improvement**

The measure of successful assessment is either change in existing practice or confirmation and support for existing effective practice. In either case, successful assessment stimulates action. Assessments that are methodologically sound but fail to move stakeholders to action simply fail this test. Unfortunately, too many assessment efforts, while methodologically sound, do not motivate faculty, staff, administrators, or students to action. This presentation will build the case for assessment as a change management process using a team-based assessment design to create advocates for improvement.

**Randy L. Swing, Policy Center on the First Year of College**

**Track: 02D (EP)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Senate 1,2,&3**

*Track Keynote*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**E-Portfolios: Just Another Technology Project or a Lever for Educational Change?**

As with other recent educational developments that break new (technological) ground, e-portfolios have had hype from innovators trying to persuade their institutions to adopt them, from commercial and OS developers trying to persuade institutions to adopt their flavor, and from some governments and their agencies seeking to achieve faster and more radical change in the educational sectors for which they are responsible. Are e-portfolios a dot.com phenomenon? – good ideas with too much gloss and not enough business plan? Have we tried to solve too many real educational challenges with a single tool? Have we taken too much of a technology project approach to what is not a technology problem? This presentation will review, question and (maybe) give some answers to these questions and problems.

**Jeff Haywood, University of Edinburgh**

**Track: 02E (SD)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Grand 1**

*Track Keynote*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Using Assessment Information to Enhance Learning and Success**

Although higher education is increasingly under attack as an underperforming undergraduate function, assessment is often the missing element in enhancing student learning and success. By using an expedition analogy, this presentation argues that assessment should be viewed as an information generating journey that focuses primarily on performance improvement. Exemplary campus-based “best practices” that enhance multiple dimensions of student learning and success in and outside the classroom will be highlighted.

**Charles C. Schroeder, Noel-Levitz**

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**11:30 a.m. – 12:30 p.m. ~ Optional Institute Luncheon in Grand Ballroom 4 & 5**  
**Meal Ticket Required (Optional Purchased Meal)**

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**Track: 03A (MT)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**A Comparison of Student and Faculty Assessment of Learning Community Outcomes**

Presenters will discuss the student-centered learning outcomes for the Kennesaw State University Learning Communities program. Results of student and faculty learning outcomes assessment data collected during 2006/07 will be shared. Workshop participants will then be broken into small groups to discuss Learning Community Assessment measures being utilized on their campuses.

**Deborah N. Smith and Ken W. Hill, Kennesaw State University**

**Track: 03B (AC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Re-accreditation and the New National Agenda for Accountability: Reconciling WASC and Spellings through Learning Outcomes Assessment, One University's Response**

University of San Francisco has completely revised its learning outcomes assessment program to meet standards set forth by the 2001 Western Association of Schools and Colleges (WASC) Handbook of Accreditation. The alignment of data from nationally normed assessment sources to these standards will be presented. A dialogue on how this process also meets the challenges put forth by the Spellings Report will be conducted.

**William D. Murry, University of San Francisco**

**Track: 03C (MJ)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Using a Managed Internship with Mentor Evaluation as a Capstone Experience and a Means for Program Improvement**

A block-scheduled semester is used as a capstone experience with five weeks of the semester being on-campus instruction and ten weeks being used for a structured and closely supervised internship. The mentor provides continual feedback to faculty through a weekly electronic evaluation instrument and a final evaluation of student performance. This evaluation is used to make curricula and program improvements.

**David C. Drueckhammer, Tarleton State University**

**Track: 03D (CC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**"Why Do We Have to Do This?" An Institutional Primer on How to Initiate an Institutional Assessment Process**

Too often the first question asked regarding assessment is "why do we have to do this?" Followed by "if we ignore this assessment movement won't it eventually move on?" This presentation explains how to launch a campus-wide initiative that addresses institutional buy-in, sustainability, and accountability.

**Cheryl L. Flax-Hyman, Susan Butler, and Steven Dunnivant, Gulf Coast Community College**

**Track: 03E (FD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Engaging Faculty in Assessing Graduate Program Learning Outcomes**

Participants will learn about two institutions' efforts to engage graduate faculty in improving assessment of learning outcomes. Faculty development activities introduced in this session have helped faculty move beyond course grades, numbers of publications, and pass rates to direct measures of student performance that provide useful information for program improvement.

**Pamela J. Bowers, Oklahoma State University; and Martha J. Reineke, University of Northern Iowa**

**Track: 03F (CE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Methods and Tools for Assessing Service Learning and Civic Engagement**

This session will present practical methods (assessment tools, rubrics, different types of information) for analyzing outcomes across service learning classes. Examples will be provided by each presenter and attendees will be invited to discuss the implications of this work for developing assessment strategies on their campuses that focus on student learning.

**Moderator: Patti H. Clayton, North Carolina State University;**

**Service Learning Assessment – Drilling for Data**

This session will provide an overview of the way one Community College is assessing if and to what extent Service Learning can improve the academic success of our students. This session will share the pros and cons of various strategies used and engage the audience in developing practical methods of measure that can be applied at their home colleges or universities.

**Gregory W. Phillips, Blinn College**

**Institutionalizing Service Learning: How Does Assessment Fit?**

This interactive workshop will focus on the assessment component of service learning at Fort Hays State University in Hays, KS. Participants will examine how university-wide assessment of service-learning can impact the quality improvement of service learning initiatives. In this workshop, best practices will be shared with discussion, handouts and assessment rubrics.

**Jill R. Arensdorf, Fort Hays State University**

**Track: 03G (GE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Capitol 2**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Integrating, Assessing, and Documenting Success Skills for Improved Student Learning**

This session describes an initiative that enhances student learning through the integration and assessment of Success Skills (general education outcomes) throughout curriculum, instruction and co-curricular activities. An Electronic Portfolio Work Center, a Professional E-Portfolio, and E-Surveys document student achievement related to the Success Skills and demonstrate accountability to improved student learning.

**Bonnie L. Allen Smith, Hocking College**

**Track: 03H (FY)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Improving Students' Math Skills: How Assessment Led to an Innovative Math Program for First-Year Students**

We will discuss how general education assessment results led to an increase in the university's math requirement and how the university then developed an innovative math course, delivered over a concentrated six-week session, to help first-year students improve their math skills.

**Lynn G. Gillette and Terri A. Schoone, Spalding University**

**Track: 03I (EP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Senate 1,2,&3**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Grading Learners' Work in Web 2.0 – Rigor, Comparability and Academic Boards**

This session will enable participants to work together to address the challenges of marking and grading the work of learners that is produced within common Web 2.0 applications such as wikis and blogs, and more challenging settings such as virtual worlds. After a short presentation about the course team's experiences during an innovative Masters course at the University of Edinburgh ([www.education.ed.ac.uk/elearning](http://www.education.ed.ac.uk/elearning)), the participants will share their own views and experiences, and explore the guidance that might be offered to others wishing to take similar steps as to how to present arguments about the academic validity of work of this nature.

**Jeff Haywood, University of Edinburgh**

**Track: 03J (SD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**A Model for Assessment of Academic Advising**

Academic advising is integral to the teaching and learning mission of higher education. However, it is primarily assessed through student satisfaction, which provides little or no evidence of student learning. This session will provide an overview of a model for assessing the student learning in the academic advising experience.

**Charlie L. Nutt, Kansas State University; and Susan Campbell, University of Southern Maine**

**Track: 04A (MT)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Developing a Collaborative Assessment Framework**

This panel will present the creation and implementation of a collaborative, cross-functional assessment framework from three perspectives: faculty, professional staff, and administration. Panelists will discuss “Lessons Learned” from the process and how the college’s learning goals and integrated curriculum have functioned as the catalysts for productive interaction among faculty and administrators in assessing student outcomes.

**Diane C. Chase, Dennis M. Hanno, Noreen R. Sharpe, and Rachel I. Reiser, Babson College**

**Track: 04B (GE)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Using Assessment Findings to Improve General Education at Wright State University**

This session will briefly demonstrate how findings from assessment activities at Wright State University have been used to improve student learning in General Education and, in a guided workshop, allow participants to develop assessment strategies for their own GE programs.

**Joe K. Law, Jean Edwards, Susan Carrafiello, Richard Bullock, Lillie Howard, Dan DeStephen, Evan Osborne, Cathy Sayer, and Jeanne Fraker, Wright State University**

**Track: 04C (MJ)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**The Outcomes in the Majors (OIM) Project: Identifying and Assessing Learning Outcomes within the Major**

The Outcomes in the Majors (OIM) project was designed to encourage departments to continuously assess and improve student learning within the major. The current workshop will identify the unique challenges associated with assessing student learning at the departmental level as well as ways to address these challenges.

**Jerry K. Stonewater, Beverley A. Taylor, Andrea I. Bakker, Gary Shulman, and Cecilia Shore, Miami University (Ohio)**

**Track: 04D (AC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Tying Assessment to Vision and Mission Using Baldrige Criteria**

This presentation provides an example of linking vision, mission and assessment, based on Baldrige criteria and the Baldrige system model for evaluation. The relationships among the Baldrige criteria and traditional educational evaluation outcomes will be explicated, with an emphasis on assuring continuous improvement.

**Rebecca J. Sisk and Kimberly A. Johnston, Methodist College of Nursing**

**Track: 04E (FD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Advanced*

**Building Faculty Support for Outcomes Assessment through Faculty Development and the Implementation of an Online Assessment Management System**

Building faculty support for assessment is a significant and important challenge. In this session presenters will share an assessment project that addressed this issue through faculty development. Attendees will hear details about this project from faculty and administrators and will participate in some of the faculty development activities.

**Jeremy D. Penn, Linda Young, and Elizabeth Walter-Shea, University of Nebraska-Lincoln**

**Track: 04F (CE)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Institutional Assessment of Service Learning and Civic Engagement**

The increase in service learning courses and civic engagement activities has heightened the need to assess the nature of this work at the institutional level. Any assessment needs to be tied to purpose, which can include institutional reports, accreditation, applying for the Carnegie designation for Community Engagement, publicity, and research purposes. This session will present concrete approaches to assessing service learning and civic engagement for a program or campus.

**Andrew Furco, University of California, Berkeley**

**Track: 04G / 05G (CC)**  
**Time: 2:15 – 5:00 p.m. (Continuous Double Session)**  
**Room: Capitol 2**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**The Institutional Portfolio: A Performance-Based Model for Assessment of General Education**

This workshop will offer an overview of the development and implementation of a model involving performance-based assessment of general education. Components of the model include detailed statements of expected student outcomes and institutional standards. Working in small assessment teams, you will evaluate samples of actual student work using the holistic scoring rubrics developed for the model.

**Jeffrey A. Seybert, Johnson County (KS) Community College**

**Track: 04H (FY)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Strategies for Coordinating, Enhancing, and Assessing a Distributed Model for the First-Year Experience**

Following the Foundations of Excellence® in the First College Year Project, Illinois State University continues its efforts to maintain the momentum and campus wide support for the first year experience. Learn strategies the newly created Council for the First Year Experience utilizes to coordinate, enhance, and assess their distributed first year experience.

**Matt B. Fuller, Amy Roser, and Danielle Lindsey, Illinois State University**

**Track: 04I (EP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Senate 1,2,&3**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Using ePortfolios to Assess International Learning**

Applying learning outcomes and assessment to internationalization is a relatively recent practice. Participants will be introduced to an ePortfolio tool-kit for assessing international learning, use international learning outcomes and rating scales tools developed for this tool-kit; and reflect about the power of the ePortfolio for qualitative assessment of international learning.

**Christa L. Olson, American Council on Education; and Tanya Renner, Kapi'olani Community College**

**Track: 04J (SD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Advanced*

**Closing the Loop: Using Assessment as a Strategy for Improving Student Leadership Development**

How Cornerstone University developed and assessed a leadership development program by sharing responsibility for facilitating and assessing student leadership learning using a variety of pedagogical and assessment strategies. Participants will have the opportunity to engage practical strategies, consider suggestions for collaboration among different functional areas, and build assessment rubrics.

**Michael L. Young and Thomas Emigh, Cornerstone University; and Tamara Rosier, Grand Valley State University**

**Track: 04K (FD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 4**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Advanced*

**An Empirical Review of Faculty and Administrative Attitudes on Outcomes Assessment at Public Colleges and Universities in Kentucky**

An empirical study at public colleges and universities in Kentucky examined faculty attitudes towards student learning outcomes assessment. Since attitudes affect behavior, a faculty development strategy based on faculty attitudes has an improved chance of motivating faculty to involve and implement themselves in an environment of quality enhancement.

**Michael B. Daniel, Sullivan University**

**Track: 04L (MT)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 5**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Doing Assessment as if Learning Matters Most: Simple, Practical Classroom- and Course-Level Approaches**

Nearly everyone now agrees that the primary purpose of assessment should be to improve student learning. But turning that "should be" into reality continues to be a daunting challenge, largely because it requires the willing engagement of faculty and students. This fast-paced, highly interactive workshop offers seven research-based guidelines for learning-centered (and faculty-directed) assessment and demonstrates simple, practical applications at classroom and course levels. Related examples, references, and materials for follow up are provided. (This session will likely be most useful to novices.)

**Thomas A. Angelo, Victoria University of Wellington, New Zealand**

**Track: 05A (MT)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Patchwork Text as an Innovative Assessment Method for a Diversity of Postgraduate Students**

Based on their own experiences with the implementation of patchwork text as an alternative and innovative assessment instrument for postgraduate master's degree students, the presenters will facilitate activities for the workshop participants on the construction of patchwork text assignments and invite the participants' perceptions concerning the feasibility and appropriateness of the patchwork text in postgraduate education.

**Stephanus P. van Tonder and Annette C. Wilkinson, University of the Free State, South Africa**

**Track: 05B (MT)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**MAP-Works: Taking Reporting to the Next Level**

MAP-Works is a web-based assessment system that enhances student ability to successfully transition to college. MAP-Works supports student success by providing customized, relevant information to professional staff, thereby enabling proactive intervention to reduce student risk of failure. This session describes how Ball State's professionals use the new higher-level reporting in MAP-Works to focus on individual student strengths and weaknesses.

**Donald R. Whitaker and Sherry A. Woosley, Ball State University; and Darlena Jones, Educational Benchmarking, Inc.**

**Track: 05C (MJ)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Advanced*

**Assessment of Moral Reasoning in Traditional and Nontraditional Students**

This program will focus on a variety of methods for assessing moral development in students in both traditional and nontraditional programs at two faith-based institutions. Both quantitative and qualitative measures of moral reasoning will be presented, including the results from the Defining Issues Test and a rubric for self-assessment that students helped develop.

**David W. Kale, Brenita Nicholas, and John Washatka, Mount Vernon Nazarene University; and Joel Frederickson, Bethel University**

**Track: 05D (AC)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Accreditation: Don't Worry, Be Happy**

Don't worry about a looming accreditation visit. Instead, spend your energy developing meaningful program assessment for the long term. Participants will examine the implications of their own philosophy of assessment. Given their philosophy, they will also explore ways to improve the willingness and ability of their faculty and staff.

**Marcus E. Jorgensen, Utah Valley State College**

**Track: 05E (FD)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Faculty Development Processes for Designing Assessment of Learner-centered Education**

This workshop will guide participants through a sequence of interactive faculty development processes for designing assessment: setting purpose(s), developing goals and outcomes, designing evidence, connecting curriculum and pedagogy, and establishing criteria. The

processes are constructivist and learner-centered, and are appropriate for departmental levels, general education, and major programs of study.

**Amy Driscoll, Carnegie Foundation for the Advancement of Teaching; and Swarup Wood, California State University - Monterey Bay**

**Track: 05F (CE)**

**Time: 3:45 - 5:00 p.m.**

**Room: Capitol 1**

*Concurrent Workshop*

*Monday, November 5, 2007*

*Advanced*

### **Campus-Wide Approaches to Assessing Service Learning and Civic Engagement**

This session will examine multiple units of analysis, the use of multiple data sources, and a variety of assessment tools for assessing service learning and civic engagement across a campus.

**Moderator: Julie A. Hatcher, IUPUI**

#### **Methods and Tools for Assessing Civic Engagement and Service Learning**

This session will begin with a brief discussion of general principles and purposes of assessment of civic engagement and service learning. Participants will discuss methods of data collection used on their campuses and will examine sample assessment tools. These tools will be provided, primarily, by campuses affiliated with Illinois Campus Compact.

**Belinda M. Wholeben, Rockford College**

#### **Assessing Civic Engagement: A Purposeful Plan for Using Tools Already in Place**

Identifying an assessment strategy that utilizes various engagement surveys, available through the National Survey of Student Engagement in conjunction with the institution-wide Alumni Survey, to track advancements in civic engagement among students and alumni provides an example of how institutions might capture advances in civic engagement without utilizing additional resources.

**Mardell A. Wilson, Illinois State University**

**Track: 05G / 04G (CC)**

**Time: 2:15 - 5:00 p.m. (Continued Double Session)**

**Room: Capitol 2**

*Concurrent Workshop*

*Monday, November 5, 2007*

*Beginners and Advanced*

### **The Institutional Portfolio: A Performance-Based Model for Assessment of General Education**

This workshop will offer an overview of the development and implementation of a model involving performance-based assessment of general education. Components of the model include detailed statements of expected student outcomes and institutional standards. Working in small assessment teams, you will evaluate samples of actual student work using the holistic scoring rubrics developed for the model.

**Jeffrey A. Seybert, Johnson County (KS) Community College**

**Track: 05H (FY)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**The First College Year: Comparing 2-Year and 4-Year Student Experiences**

The way students experience the first year of college should be of interest between 2-year and 4-year institutions. This session compares institutional data and assessment results between 2-year and 4-year institutions participating in the Foundations of Excellence project. Discussions will focus on issues like quality of instruction, exposure to diverse ideas, and the DFWI rates.

**Randy Swing, Policy Center on the First Year College; and Darlena Jones, Educational Benchmarking, Inc.**

**Track: 05I (MJ)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: State**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Assessment Results – How Can They Lead to Curriculum Changes?**

The goal of this submission is to allow conference attendees to discover the power in the assessment process. Participants' recommendations will be compared to actual curricular changes. The modeling of rubrics, reports, and/or methodology may serve as an inspiration to other institutions struggling with the value of an assessment program. Updates will include how Robert Morris College's School of Business is addressing new directions from The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Nancy J. Thannert and George Meier, Robert Morris College**

**Track: 05J (EP)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Senate 1,2,&3**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Advanced*

**Using an Electronic Assessment Management System to Ensure Consistent Learning Outcomes**

In this session we describe the features of a new electronic Program Assessment System, which enables administrators to track the achievements of thousands of students, verify the effectiveness of hundreds of faculty, and see at a glance how well the program is achieving its learning objectives.

**Cynthia Tweedell, Harry Hall, and Jim Freemyer, Indiana Wesleyan University; and Dan Wright, LAT, Inc.**

**Track: 05K (GE)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners*

**Planning General Education Assessment**

How can you assess student learning outcomes that cut across degree programs? This session suggests approaches for different types of general education programs. We'll look at key questions, and at resources and examples. You will be able to share experiences and brainstorm approaches for your own campus.

**Ephraim Schechter, HigherEdAssessment.com**

**Track: 05L (SD)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Grand 5**

*Concurrent Workshop*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Using What We Know**

Promoting the learning and personal development of all students has never been more important. Decades of research augmented by recent findings point to promising policies and practices that can foster student success and enhance institutional effectiveness. In this session we will review these ideas and their applications in different institutional settings.

**George D. Kuh, Indiana University**

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**5:00 – 7:00 p.m. ~ POSTER SESSIONS ~ Grand Ballroom Foyer**

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**5:30 – 6:30 p.m. ~ HIGH TEA ~ Grand Ballroom 4**  
**Sponsored by Educational Testing Service (ETS)**

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## Tuesday, November 6, 2007

**7:30 – 8:45 a.m. ~ Continental Breakfast ~ Continental breakfast is located in the first floor Capitol Ballroom Foyer and in the second floor Grand 2 & 3 Foyer**

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**Time: 9:00 - 10:00 a.m.**  
**Room: Grand Ballrooms 4&5**

*Plenary Session*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Trudy W. Banta and Panel - Plenary**

### **Sharing Perspectives on Assessment**

With Trudy Banta as moderator, track keynote presenters will share their perspectives on a variety of assessment issues, particularly those about which they have heard concern during the first day of the Institute.

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**10:15 a.m. – 3:30 p.m. ~ Best Practices Presentations (See page 54 for details)**

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**Track: 06A (SD)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

### **Developing Self-Assessments to Enhance Student Critical Thinking Skills in Science, Mathematics, and Technology**

Workshop facilitators will provide models of how student self assessment has been used at Alverno College in course and curriculum design and with guidelines useful for the design of effective self-assessment instruments. Using these guidelines participants will practice creating, doing and giving feedback for a self-assessment.

**Lauralee F. Guilbault, Lois Kailhofer, Tracy Thompson, and Leona Truchan, Alverno College**

**Track: 06B (GE)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Advanced*

**Going into the Fourth Cycle of General Education Assessment: Have We Learned Anything?**

At Western New England College, assessment of general education has been accepted by the campus community and has evolved into a successful model. In this session we will share process and some results – some good, others not so stellar, and how we continue to improve with each annual cycle.

**Claire S. Bronson and Lorraine Sartori, Western New England College**

**Track: 06C (MJ)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners*

**Critical Thinking: How a Small College Tackled a Large General Education Competency and Won**

Graduating students who “think critically” is a universal—and challenging—goal for colleges. To do it effectively, faculty must be explicit about the kinds of thinking expected of students, then carefully align assessment measures with those expectations. Presenters will share a multiple-measure assessment plan designed to support an across-the-curriculum critical thinking project.

**David A. Schuermer and Beth A. Moore, Madisonville Community College**

**Track: 06D (CC)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Council**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Debunking the Mystery of Program Review: Tips and Techniques for Engaging Faculty and Staff**

This session will provide concrete methods for increasing faculty and staff participation in the program review and evaluation process. After evaluating our program review process, we have increased the involvement of our faculty and staff while minimizing the additional workload. Different methods will be discussed for academic, career and technical education and student services programs. Additionally, we will highlight the use of the WEAVEonline data management system as a way to organize and synthesize college-wide reporting.

**Stacey L. Randall and Angela Tee, Waubensee Community College**

**Track: 06E (FD)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*

**Transformative Assessment: Changing Paradigms and Enhancing Teaching and Learning**

Transformative assessment will enhance teaching and learning because of the essential connection between assessment and faculty development. Using the case study, "Great State U" (an institution with an assessment culture focused on "the accreditors are coming!"), we will discuss how interrelated assessment and faculty development must be to improve student learning.

**Catherine M. Wehlburg, Texas Christian University**

**Track: 06F (GE)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Advanced*

**Sustaining A Culture of Assessment in Science**

How is outcomes assessment perceived and practiced in the sciences? How can a concerted effort to assess student learning and use the findings to improve curriculum and instruction be sustained for a decade and beyond? These are the questions this session will attempt to address through (1) examples from the School of Science at IUPUI and (2) substantial audience participation.

**Trudy W. Banta, Drew C. Appleby, and Andrew D. Gavrin, IUPUI**

**Track: 06G (FY)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**An Early Warning System to Identify At-Risk First-Year Students using an ePortfolio, Attendance Records, and a Psychological Profile**

Medgar Evers enrolls a diverse, non-traditional student body, and retention is a high priority. The College of Freshman Studies has developed assessment technology and a statistical model to identify at-risk students to track interventions to increase retention. We will show correlations between measurable variables and the probability of retention, and how the tool is used by academic advising and counseling staff to retain students.

**Jeffrey Sigler, Medgar Evers College, CUNY; and Douglas Walcerz, Outcomes Assessment Solutions, LLC**

**Track: 06H (MT)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: State**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Extreme Makeover: Building a Foundation for Meaningful Program Assessment**

Faculty assess student learning, textbooks, course materials, and research outcomes, but are sometimes daunted by program assessment. This session presents a partnership of the faculty and assessment support offices to facilitate this collaboration. Experience strategies found to be effective in engaging faculty in assessment for program improvement.

**Tace T. Crouse and Paula S. Krist, University of Central Florida**

**Track: 06I (MT)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Senate 1,2&3**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners*

**Curriculum Mapping: An Effective Method for Closing the Loop**

Curriculum mapping is the art and science of determining where in a curriculum particular student learning outcomes should be fostered and assessed. Ideally, it should be the first step (after determining what students should know, think and be able to do upon completion of a program) in designing a curriculum. However, it is often the case that curriculum mapping comes at the end of the assessment cycle. Participants in this interactive presentation will be guided through examples of curriculum mapping, including the processes involved and reexamination of the curriculum maps after considering assessment results.

**Allen P. Dupont, North Carolina State University; and Teresa L. Flateby, University of South Florida**

**Track: 06J (EP)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Defining and Using ePortfolio in Higher Education**

This session will describe the opportunities and limits of using e-portfolios in higher education. Content of the workshop will be balanced between exploring the philosophy underlying the role of e-portfolios in assessment and defining practical applications in the areas of curricular alignment, faculty/student support, and technological challenges. During the session, participants will have the opportunity to learn about one approach to embedding e-portfolios as an integral part of a program assessment initiative. Additionally, they will discuss their philosophies of assessment as these pertain to using technology (e-portfolios and other media) and will leave the session with practical tips and recommendations for moving assessment work forward at their own institutions.

**Joshua S. Smith and Susan F. Blackwell, IUPUI**

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**11:30 – 12:30 p.m. ~ LUNCH on your own in Indianapolis**

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**Track: 07A (MT)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Advanced*

**Examining the Commitments and Resources Provided to Assessment**

A study was conducted to identify the commitments and resources provided to sustain assessment plans within the improving and sustaining phase. A series of case studies were utilized to examine the relationship between the characteristics of assessment within the improving and sustaining phase and the commitments and resources.

**Christopher A. McCullough and Elizabeth A. Jones, West Virginia University**

**Track: 07B (GE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Students' Self-Assessments Reveal the Impact of High Expectations and Accountability**

Becoming lifelong learners requires critical thinking and continuous learning, not solely technical knowledge. During this session, we share two student-identified critical components for developing as lifelong learners: (1) being challenged with ambiguous, complex tasks relevant to them as professionals and (2) being held accountable for meeting high expectations.

**Barbara L. Licklider and Janice A. Wiersema, Iowa State University**

**Track: 07C (MJ)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners*

**Assessment Academy: A Forum for Enhancing Instructor Assessment Skills**

The presenter will provide a description of the Assessment Academy, a workshop series conducted at Penn State University with the goal of introducing faculty members to good assessment practices. Participants will sample some of the activities conducted within the Academy. The presenter will also share faculty feedback about the Academy.

**Sarah E. Zappe and Suzanne Weinstein, The Pennsylvania State University**

**Track: 07D (CC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners*

**Changing the Forms, Changing the Culture**

Moving towards a "culture of assessment" requires overt and subtle steps. One overt step is the development of standard forms for curricular renewal and expansion. Our Community College instituted a new Course Outline Form, with a specific emphasis on the link between Student Learning Outcomes and Assessment Methods; this workshop will outline how we implemented the new form, and the subtle steps needed to support its "assimilation" as part of our college's culture of assessment.

**Jim Benner, Carolyn Kern, and Pamela Bradley, Northampton Community College**

**Track: 07E (FD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**The Assessing Critical Thinking (ACT) Project: Promoting Faculty-Designed Assessment in the Classroom**

The Assessing Critical Thinking (ACT) project supports faculty development of critical thinking outcomes, assignments, and assessment tools. Workshop participants will learn about the design of the ACT project, will be introduced to critical thinking assignments and rubrics from a variety of disciplines, and will examine their own courses for ways to encourage students' critical thinking.

**Andrea I. Bakker and Beverley A. Taylor, Miami University (Ohio)**

**Track: 07F (CE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Civic Engagement, Institutional Assessment, and Accreditation**

Accreditation provides an opportunity for a campus to advance the work of assessing civic engagement in a manner consistent with the campus's mission. This is particularly relevant for campuses accredited by the NCA and its Criterion 5, but also applies to other campuses that may include civic engagement in accreditation activities (e.g., QEP). This session will frame assessment approaches at the institutional level for compiling evidence for civic engagement, and strategies for using the information for program improvement.

**Mary A. Cooksey, Indiana University East; and Steve Jones, IUPUI**

**Track: 07G (FY)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Learning A Lot Without Wasting People's Time: Assessing the First-Year Seminar**

Have you ever wanted to gather more assessment information but felt guilty about asking other people to do even more work? This interactive workshop will apply a multi-method approach to the First-Year Seminar in a way that is robust (giving lots of information) and efficient (respecting people's time).

**James M. Sloat, Washington and Jefferson College**

**Track: 07H (MT)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: State**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Building Consensus through Communal Assessments**

Presenters will discuss how the outcomes assessment process at Southwestern Illinois College has impacted institutional policies, created a conversation across the disciplines that has helped to more clearly define what good writing is, and identified the role of writing in student learning outcomes.

**Joyce M. Ray, Tom Lovin, and Cory Lund, Southwestern Illinois College**

**Track: 07I (MT)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Senate 1,2,&3**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Advanced*

**Using Multiple-Choice Items to Address the Measurement of Critical Thinking Skills in Large Enrollment Classes**

This workshop presents a methodology that uses multiple choice item shells with prompts, scenarios, and passages to address critical thinking skills for large enrollment university and college classes in which constructed response items are not practical or feasible.

**Ronald S. Carriveau, University of North Texas**

**Track: 07J (EP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Asking the Right Questions about Evolving E-Portfolio Initiatives**

Electronic portfolios can easily be seen as more trouble than they're worth. The stakes are high, especially when portfolios are being used in part for accountability. To help assure engaging, productive use of the software, what kinds of evidence should the leaders of e-portfolio initiatives gather? This session will discuss options for using surveys, focus groups, and data from portfolio software, drawing in part on recent work at IUPUI.

**Stephen C. Ehrmann, The Teaching, Learning, and Technology Group; and Susan Kahn, IUPUI**

**Track: 07K (GE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Grand 4**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Advanced*

**Leadership and Civitas: Assessing General Education Themes**

The presentation reports the best practices used to develop a seamless learning environment, a thematic core curriculum and an assessment plan focused upon leadership, civitas and worldview. The learning environment, themed core and assessment practices provide this university energy for the present and a coherent vision for the future.

**Timothy J. Detwiler, Michael Stevens, and Thomas B. Emigh, Cornerstone University**

**Track: 07L (SD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Grand 5**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Using NSSE to Enhance Student Engagement and Student Success: Lessons from the Field**

In this session we will briefly review the conceptual and empirical foundations of student engagement and how institutions are using their results to guide improvement efforts. Examples from different types of 4-year institutions will be offered to illustrate how colleges and universities have designed and implemented interventions to increase student involvement in educationally purposeful activities to increase student persistence, satisfaction, and other desirable outcomes.

**George D. Kuh and Jillian Kinzie, Indiana University**

**Track: 08A (MT)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Advanced*

**Performance-based Assessment of Quality and Capability of Educational Support Programs**

Assessment of educational support programs usually focuses on program outputs and occasionally on learning outcomes. Frequently overlooked is assessment of a program's capability to deliver desired services. This presentation focuses on an integrated performance-based method for assessing both delivered quality of services and the program's capability to provide those services.

**Julia J. Pet-Armacost and Robert L. Armacost, University of Central Florida**

**Primary Tracks:** (AC) – Accreditation; (CC) – Community College; (CE) – Civic Engagement; (EP) – E-Portfolios; (FD) – Faculty Development; (FY) – First-Year Experiences; (GE) – General Education; (MJ) – Majors; (MT) – Methods; and (SD) – Student Development

**Track: 08B (AC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**The Matrix: A Customizable, Practical Tool for Assessment at all Levels**

Participants will learn how to use matrices for organizing assessment for curricular, program, and accreditation reviews. The processes, results, and benefits of using matrices will be shared, including comments on how to maximize customization, organization, and usefulness. Participants will take home specific examples and templates for their use.

**Jeremiah C. Gee, Pennsylvania College of Technology**

**Track: 08C (MJ)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners*

**Two Outcomes with One Stone: Assessing Writing Center Effectiveness and Student Learning at a Community College**

This presentation details the process and results of a study at Blinn College that aims to prove that writing tutorials increase student engagement and success. Four sections of students were required to receive tutoring on two graded essays, and the quantitative and qualitative data show that students' writing improved.

**Amber M. Malinovsky, Texas A&M University**

**Track: 08D (CC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**I Can't Define Good Writing, But I Know It When I See It: Streamlining College Composition Assessment**

A committee of Madisonville Community College Writing I faculty conducted a three-semester course redesign project to improve student learning and to promote consistency in instruction and assessment. The presenters will share the process the committee followed and its results. Participants will learn a comprehensive method for strengthening student assessment.

**Mary B. Werner and Greg Jewell, Madisonville Community College**

**Track: 08E (FD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners*

**Faculty Learning, Student Learning, and the Relationship Between Them: A Collaborative Scholarship of Teaching and Learning Project**

What is the relationship between faculty learning and student learning? IUPUI faculty will share preliminary results of research combining assessment of their students learning with assessment of the impact of participation in a collaborative faculty development process (on the DEAL model for critical reflection) on their growth as educators.

**Lisa E. McGuire, Enrica Ardemagni, Kathy Lay, David Strong, and Patricia Wittberg, IUPUI**

**Track: 08F (CE)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Institutional Assessment and Documentation for the Carnegie Classification for Community Engagement**

The new elective classification for Community Engagement by the Carnegie Foundation for the Advancement of Teaching provides opportunities to develop additional mechanisms for assessing civic engagement at the institutional level. This session will review the template for the classification, models for measuring civic engagement, and methods for developing infrastructure to support the development of a successful application.

**Patti H. Clayton, North Carolina State University; and Robert G. Bringle, IUPUI**

**Track: 08G (FY)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Advanced*

**Assessing Non-Academic Factors to Improve Student Success: The Student Outreach, Assessment and Resources (SOAR) Model at NC State**

Role-play and case study used to introduce project at NC State assessing non-academic factors of incoming students (Self-control, Hope, Self-efficacy, and Perceived Stress). Components of the project include individual student feedback, adviser intervention, a resources web site and analyses to test how well factors predict students' first-year academic success and engagement.

**Kim B. Outing and Michelle K. Crossley, North Carolina State University**

**Track: 08H (MT)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: State**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Switching to Online Course Evaluations: Some Things to Consider**

Online course evaluations are on the rise. The presenters will discuss things to consider when switching to online course evaluations or contemplating such transition. Results from a pilot test of an online course evaluation system involving more than 80 courses and more than 250 sections will also be discussed.

**Christian M. Reiner and Kimberly Arnold, Purdue University**

**Track: 08I (EP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Senate 1,2,&3**

*Concurrent Workshop*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**E-Portfolio: Beyond The Web Page**

The goal of the workshop is to introduce the idea of using full screen video, photo libraries, PDFs, and other technology in the e-portfolio process. Most importantly we will explore the idea of moving the end product of the e-portfolio to a highly portable electronic device that has worldwide acceptance: the iPod. At the time Terry O'Banion wrote, in *[A Learning College for the 21st Century]* in 1997, of a "smart card" that would allow students to carry around a detailed record of their experiences and competencies, he could only dream of the having that type of technology commonly available. Apple Computer sold over 21,000,000 iPod's in the fourth quarter of 2006 alone and its iTunes software, which can be downloaded

free onto any computer; has become the predominant music management tool. iTunes is not just for music; the iPod and iTunes provide a standardized media playback system and distribution point for JPEGs, audio recordings, video recordings and PDFs. This universally accepted system would allow students to easily distribute their work, update their files, and maintain their work in an extremely portable format. The iPod and iTunes could be the solution to universal access and portability when it comes to e-portfolio.

**Brian L. Shelton, Rock Valley College**

**Track: 08J (SD)**

**Time: 2:15 - 3:30 p.m.**

**Room: Grand 1**

*Concurrent Workshop*

*Tuesday, November 6, 2007*

*Beginners and Advanced*

### **Assessment Skills and Knowledge (ASK) for Student Affairs Scholars-Practitioners**

Over the course of the past two decades, the public, legislative bodies, parents, and students have shown increased interest in fiscal and learning accountability in higher education. The ASK project, initiated by ACPA's Commission for Assessment for Student Development, seeks to articulate the areas of content knowledge, skills, and dispositions that student affairs professionals need in order to perform as practitioner-scholars to assess the degree to which students are mastering the learning and development outcomes we intend as professionals.

**A. Katherine Busby, University of Alabama**

**Track: 08K (MT)**

**Time: 2:15 - 3:30 p.m.**

**Room: Grand 4**

*Concurrent Workshop*

*Tuesday, November 6, 2007*

*Beginners and Advanced*

### **Assessing Assessment: Taking Stock on Your Own Campus**

This fall marks the 22nd anniversary of assessment as a national "movement." In the course of these two decades assessment awareness and approaches have grown substantially, but assessment has yet to make the kinds of differences in teaching and learning that its original proponents hoped. This highly interactive session is designed to help you take stock of assessment efforts on your own campus, identify obstacles and, with the help of others, identify what might be improved.

**Peter T. Ewell, National Center for Higher Education Management Systems (NCHEMS)**

**Track: 08L (MT)**

**Time: 2:15 - 3:30 p.m.**

**Room: Grand 5**

*Concurrent Workshop*

*Tuesday, November 6, 2007*

*Beginners and Advanced*

### **Can We Fatten a Hog Just by Weighing It? Using Program Review to Improve Teaching Effectiveness and Learning Outcomes**

"You can't fatten a hog by weighing it" is a caveat common among farmers. Many academics voice similar doubts about program reviews. While simply "weighting up" outputs won't lead to more effective practice or better learning outcomes, program review can be a key lever for improvement. This workshop identifies indicators and processes empirically linked to effective teaching and high-quality student learning experiences, outcomes, and satisfaction. It also offers practical recommendations for focusing program review on those high-return "leverage points."

**Thomas A. Angelo, Victoria University of Wellington, New Zealand**

## Best Practices Presentations

Some fifty 30-minute presentations will focus on specific processes, methods, or initiatives. These presentations will draw from all Institute tracks.

### **Monday, November 5, 2007 ~ Best Practices Presentations**

**Track: 09A (FD)**

**Time: 10:15 - 10:45 a.m.**

**Room: 210 (Convention Center)**

*Best Practices Presentation*

*Monday, November 5, 2007*

*Beginners and Advanced*

#### **Assessing the Learning Impact of College Teaching Workshops**

While workshops are a commonly used tool in faculty development, it is difficult to assess their impact on learning. This presentation will discuss a pre/posttest design for assessing the learning impact of workshops and results from the use of this approach for the assessment of a college teaching workshops series.

**Christian M. Reiner, Joan Jurich, and Juan Velasquez, Purdue University**

**Track: 09B (AC)**

**Time: 10:15 - 10:45 a.m.**

**Room: 211 (Convention Center)**

*Best Practices Presentation*

*Monday, November 5, 2007*

*Beginners and Advanced*

#### **A Rock and a SACS Place: Answering Multiple Masters with One Plan**

The complexities of developing a cohesive assessment plan are presented from The University of South Carolina's attempt to combine multiple accrediting challenges for its nationally-known M.Ed. in Higher Education and Student Affairs.

**Renee H. Connolly and Chrissy Coley, University of South Carolina - Columbia**

**Track: 09C (GE)**

**Time: 10:15 - 10:45 a.m.**

**Room: 212 (Convention Center)**

*Best Practices Presentation*

*Monday, November 5, 2007*

*Advanced*

#### **Using Technology to Support General Education Outcome Assessments**

Managing large rubric-based, course-embedded General Education assessment efforts can be problematic. This session presents Chico's experiences in assessing writing, oral communication, and critical thinking using web-based support software. The discussion includes what worked and didn't work, an analysis of the data collected, and how the assessments stimulated improvement actions.

**William Loker and Steven J. Adams, California State University, Chico**

**Track: 10A (FY)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Program Assessment: Using Data to Recalibrate First-Year Programs**

The presenters will share data used to assess and guide program effectiveness, specifically addressing program initiatives for first-year students. Research gathered over the last several years has been the catalyst for adjustments to Learning Communities, University 101 courses, and the development of new programs designed to enhance the First-Year Experience.

**Peg Adams and Stephanie Baker, Northern Kentucky University**

**Track: 10B (EP)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

**Using ePortfolios for Assessment**

This will be a 30-minute lecture on how our program designed and implemented ePortfolios for our upper-division (juniors and seniors) students to use for student self-assessment, faculty assessment of students, and program assessment of program goals and student outcomes. I will discuss the various aspects of the design, implementation, and evaluation of our pilot project, and subsequent implementation of a larger project.

**Allen Standing Bear Jenkins, The Evergreen State College**

**Track: 10C (FY)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Faculty Effects on the First-Year Experience at the University of Delaware: Does Living with Like Majors Matter?**

FYE is mandatory at University of Delaware and Seminars, Pathways, Learning Integrated Freshman Experiences and Honors Colloquiums are the tailored experiences related to programmatic outcomes offered. 3,112 students responded to a survey. All of the FYE's were successful helping students adjust to the social environment; however, when freshmen made positive connections with faculty members, students' reported better academic skills achievement. Surprisingly, there was no significant difference if students lived within communities of like majors.

**Kathleen L. Pusecker and Karen Stein, University of Delaware**

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**11:30 a.m. – 12:30 p.m. ~ Optional Institute Luncheon in Grand Ballroom 4 & 5**  
**Meal Ticket Required (Optional Purchased Meal)**

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**Track: 11A (MT)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

**The Scholarship of Assessment: Increasing Agency and Collaboration through SoTL**

The UW System's recent emphasis on a more structured assessment has been problematic within our department. Department assessment has, at times, seemed isolated, impractical, and in conflict with our pedagogical approaches. To address such incompatibility, we have merged assessment with Scholarship of Teaching and Learning, which allows increased agency and collaboration within our methodology.

**Cassandra Phillips and Greg Ahrenhoerster, University of Wisconsin-Waukesha**

**Track: 11B (FY)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

**Student Learning Outcomes Assessment Begins with FYE**

Often faculty perceive assessment as a process distinct from university's curriculum and mission, occurring at the end of the educational cycle. This presentation describes an institution-specific FYE course and manual that has altered these misperceptions by clearly articulating the interrelationships of mission, curriculum and learning outcomes.

**Andrea J. Beranek, Carlow University**

**Track: 11C (MT)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

**Embedded Test Questions – Longitudinal Study**

What is the value of using embedded questions for assessment? How can the results be used to make changes in an existing course? How can this impact be tied to use in accreditation activities? These questions are the focus for this presentation.

**Bambi Hora, University of Central Oklahoma**

**Track: 12A (FD)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

**Jump Starting Faculty-Led Assessment: (Paid) Faculty Program Assessment Coordinators—Benefits and Drawbacks**

The presentation discusses the benefits and drawbacks of providing stipends to faculty representing every academic program on campus to act as Program Assessment Coordinators. This approach was taken to create and foster a culture of assessment and to jump-start faculty-led assessment of student learning in the wake of university reaccreditation.

**Rosanne Roy, California State University, Stanislaus**

**Track: 12B (CC)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Crossing the Divide: A Multi-Campus Community College's Comprehensive Approach to Outcomes Assessment**

Montgomery College, a three campus, community college in Maryland, has instituted a comprehensive outcomes assessment model that involves all sections of high-enrollment courses using faculty developed, course embedded assessment instruments to assess both subject learning outcomes and general education competencies. Presenters will talk about the benefits of this approach, use of data and the primary results of the process.

**Kenneth S. Weiner and Samantha Streamer-Veneruso, Montgomery College, Maryland**

**Track: 12C (MT)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Advanced*

**Top-down and Bottom-up: Creating a Campus-Wide Culture of Assessment**

Assessment efforts on college and university campuses work best when there is faculty and program buy-in and ownership as well as administrative support and oversight. This workshop will provide information on how to design and implement assessment infrastructures to insure campus-wide participation.

**Susan A. Hoffpaur and Jim Fulmer, University of Arkansas at Little Rock**

**Track: 13A (AC)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Celebrating Classroom Assessment**

To encourage the McHenry County College faculty to use one or more Classroom Assessment Techniques, the Assessment Team partnered with Professional Development and sponsored an Assessment is the Heart of Student Learning campaign for the month of February. Come and learn about our celebration of learning. It involves chocolate!

**Kathy J. Chamberlain, McHenry County College**

**Track: 13B (MT)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

**Conducting an Inventory of Inquiry/Research-Based Education of Undergraduates**

To increase the opportunities for students not only to acquire knowledge, but also to participate with the research faculty in the discovery of knowledge, first we must know where the institution is in this endeavor. This session sets forth an inventory process to understand an institution's level of participation in Inquiry/Research-based education.

**Loraine H. Phillips, Texas A&M University**

**Track: 14A (GE)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

### **Building It In: Planning General Education Assessments**

Assessment of general education can be a challenge. How can data be collected from various players? Who makes sure the data get produced and reviewed? How do kinds of data complement each other? A “layered” approach to addressing these challenges will be described and discussed in this session.

**Joan I. Hawthorne, University of North Dakota**

**Track: 14B (EP)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

### **Using ePortfolios to Assess and Improve Writing**

Two years ago Coker College created a simple e-portfolio system to capture student writing for assessment. We will look at Coker’s model, discuss strategies for implementing similar programs, share results, and show how student improvements are demonstrated. A key component is the connection to the writing center’s tutorial services.

**David A. Eubanks, Coker College**

**Track: 14C (MT)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

### **Getting Ahead of the Course Evaluation Curve**

CoursEval by Academic Management Systems, is a web-based, course evaluation system which can be used to “leverage” the evaluation reports available to faculty and broaden the information available about curriculum, programs, and student behavior as part of an assessment protocol.

**Peter S. Gold, Academic Management Systems**

**Track: 15A (FY)**  
**Time: 3:45 - 4:15 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

### **The Nature of Life: Building Academic Success, Community, and Connections**

The Nature of Life program is a required four-day, off-site orientation that introduces freshmen in the College of Biological Sciences (University of Minnesota) to biology and college/university resources. It also helps students enter a true community of learners. This program is unique among research universities in the United States.

**Robin Wright, Sehoya Cotner, David Biesboer, and John Anderson, University of Minnesota-Twin Cities**

**Track: 15B (EP)**  
**Time: 3:45 - 4:15 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**Assessment and Evaluation of a Five-Year Career ePortfolio Project**

We will share the final results of a five-year Title V Hispanic-Serving Institution-funded Electronic Student Portfolio project. Our multi-faceted approach to assessing the project included using rubrics, student and faculty surveys, laboratory usage statistics, transfer and retention rates, and pass rates on a university-wide proficiency exam.

**Sherri A. Ondrus and Karen Bonsignore, NYC College of Technology/City University of New York**

**Track: 15C (MT)**  
**Time: 3:45 - 4:15 p.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners*

**COMPASS™ - Setting the Right Course for College Success**

Placing your incoming students in appropriate coursework and providing the support services they need are critical first steps in helping students achieve academic success. COMPASS™ is an affordable, fast, and accurate way to evaluate entering students' ability levels to advise them on a course towards college success.

**Timothy A. Osborn, ACT, Inc.**

**Track: 16A (AC)**  
**Time: 4:30 - 5:00 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Advanced*

**A Decade of Indian Experience in Assessment and Accreditation**

National Assessment and Accreditation Council (NAAC) was established a decade ago by the Government of India to enhance the quality of higher education in the country. To date, more than 3500 institutions of higher learning are accredited. The paper looks at the impact of accreditation in the various aspects of the functioning of a higher educational institutions.

**Bangalore Seshadri Madhukar, National Assessment and Accreditation Council**

**Track: 16B (FY)**  
**Time: 4:30 - 5:00 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**The Poverty, Hunger and Homelessness Project**

In this presentation, we will discuss the integration of the Poverty, Hunger, and Homelessness (PPH) project into the curriculum of a first-year learning community. The primary purpose of the PPH project was to implement a five-stage social justice service learning model that included the following stages—investigation, evaluation, articulation, actuation, and contemplation—and was constructed to help students to begin to develop civic engagement capacities that would empower them to participate in formal and informal political processes and work for long-term social change.

**Linda S. Maule, Nancy Brattain Rogers, Marsha Miller, and Sam Snideman, Indiana State University**

**Track: 16C (MT)**  
**Time: 4:30 - 5:00 p.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Monday, November 5, 2007*  
*Beginners and Advanced*

**A Culture of Evidence: Critical Features of Assessments for Postsecondary Student Learning**

ETS and an Advisory Panel of national assessment experts have reviewed the major tools in use to assess student learning and student engagement. The goal was to provide a high-level overview of the major assessments so that stakeholders can continue the national dialogue with even greater understanding of the current “state of the art” in assessing student learning.

**Cathrael Kazin, Educational Testing Service**

**Tuesday, November 6, 2007 ~ Best Practices Presentations**

**Track: 17A (GE)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**The Learning Outcomes of an Integrated Core**

Throughout the past year, the University of Cincinnati has been developing its Integrated Core Learning initiative (ICL) around practical methods for integrating liberal learning and general education more effectively into undergraduate curricula. This session maps out the various inter-related pieces of ICL and presents some of early assessment results.

**Wayne E. Hall, Kristi Nelson, Jonathan Alexander, Pamela Person, Edward Hearn, and Gisela Escoe, University of Cincinnati**

**Track: 17B (EP)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Computer Geek Seeks Writing Geek**

Combining reflective writing and electronic portfolios can result in an effective assessment tool. Collaboration between English and Computer Information System Departments at Pikes Peak Community College has resulted in similar, yet unique, methods of assessment using reflective texts.

**Jennifer G. Jirous and Mary Piering, Pikes Peak Community College**

**Track: 17C (FD)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Getting Faculty Involved with an Assessment Mini-Grant Program**

Shawnee State University has an Assessment Mini-Grant Program that funds faculty proposals for student learning assessment projects. This presentation will provide details of initiating an assessment mini-grant program, sharing the call for proposals, timelines, reporting requirements, and information about some of the forty plus grants funded since 2000.

**Virginia M. Hamilton and Krista Maxson, Shawnee State University**

**Track: 18A (FY)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners*

**An Assessment of Relationships Between First-Year Experiences and Student Growth and Achievement: An Application of the *Your First College Year (YFCY)* Survey**

The purpose of this assessment project was to identify first-year college experiences that were associated with student growth and achievement. The Your First College Year (YFCY) survey was used to assess first-year experiences and student growth. An overview of the methods used for this study and assessment findings will be presented.

**J. Daniel House and Donna Askins, Northern Illinois University**

**Track: 18B (MJ)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners*

**An Evaluation of SQA: Development of Evaluation Process in a Proposed System of Quality Assurance for Programs of Study in a Public University in Greece**

The aim of this paper is an evaluation of a proposed system of quality assurance (SQA) for programs of study in a public university in Greece. The evaluation process consisted of the opinion of a department's university representative members. The proposed SQA was developed according to the Greek Law for Higher Education, the university's internal regulations and by also using an appropriate literature review and practices from abroad.

**Antigoni Papadimitriou, Maria Koemtzi, Katerina Gotzamani, Fotis Vouzas, Stella Xirotiri-Koufidou, and George Tsiotras, University of Macedonia - Thessaloniki (Greece)**

**Track: 18C (CC)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Sharing the Dream: A Model for Implementing Institutional Learning Outcomes in the Community College Setting**

Implementing systematic assessment of learning outcomes in community colleges is challenging because their missions are often so broad, including not only preparing students for transfer, but also remediation and workforce preparation. This model unifies these seemingly disparate elements, enabling assessment based upon shared educational values and goals for student learning.

**Marla Allegre, Allan Hancock College**

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**11:30 a.m. – 12:30 p.m. ~ LUNCH on your own in Indianapolis**

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**Track: 19A (AC)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**Conducting an Assessment Audit for Accreditation Purposes**

This presentation reports on how Binghamton University has developed and used a database to report progress in program-level assessment for the purposes of reporting to accreditation bodies, including information in self-studies, and reporting to provosts, deans, and associate deans to further implement a university-wide assessment program.

**Sean A. McKittrick, Binghamton University (SUNY)**

**Track: 19B (MT)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners*

**Cross-Unit Assessment Development Strategy**

This session will introduce a cross-unit assessment development strategy used by the Ryan C. Harris Learning Teaching Center (LTC) at the University of Dayton. Presenters will share reflections on the process, including what has worked; what has been a challenge or taken more time than expected; and the potential for generalizability to other situations.

**Sawyer A. Hunley, Dude Coudret, and Katie Weekley, University of Dayton**

**Track: 20A (FY)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners*

**Building a Successful Summer Bridge Program**

The IUPUI summer bridge program has grown from 18 participants in 2001 to one that will serve over 450 students in 2007. Focusing on assessment methods, the presenters will provide a roadmap for establishing a firm foundation for developing a successful summer bridge program for first-year students on any campus.

**Gayle A. Williams, Michele J. Hansen, and David Sabol, IUPUI**

**Track: 20B (MT)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners*

**A Model to Create a Culture of Assessment in a School of Health Technology**

Since 2005 the School of Health Technology, Central University of Technology, Free State, South Africa has been engaged in an action research project to develop a school-wide culture of assessment of student learning. This project has involved faculty, students and administrators, and has resulted in the creation of a model that can be used by others.

**Hesta Friedrich-Nel and Linda de Jager, Central University of Technology (CUT), Free State, South Africa; and Joyce Mac Kinnon, IUPUI**

**Track: 20C (MT)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners*

### **Designing Effective Rubrics**

A rubric is a multi-purpose scoring guide for assessing student products and performances. This tool works in a number of different ways to advance student learning, improve teaching, strengthen assessment, and inform program improvement. In this presentation, we describe key features and three basic steps in designing an effective rubric.

**Kenneth P. Wolf and Ellen Stevens, University of Colorado at Denver and Health Sciences Center**

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**Track: 21A (AC)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

### **The Assess-o-Matic™ — the Implications of Perfected Assessment**

Through a thought experiment — imagining the existence of a machine that provides fast, cheap, accurate, non-intrusive learning assessment — this presentation explores a serious issue: if our tools for assessing learning were perfect, how should we use them? The answers turn out to be extraordinary, with public policy and accreditation implications.

**Stephen D. Spanghel, The Higher Learning Commission of the North Central Association of Colleges and Schools**

**Track: 21B (MT)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners*

### **Problems with Using Low-Stakes Tests to Assess Student Learning**

Many institutions use tests to assess student learning, but when these tests have no consequences for students, some students will not be motivated, resulting in serious problems in test validity and interpretation. This session will consider the problems and potential solutions associated with minimal student motivation in low-stakes testing.

**Rosemary E. Sutton, Cleveland State University**

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**Track: 22A (GE)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: 210 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners*

### **Resources for Assessing Oral Communication Abilities**

Oral communication is a recognized part of general education. The challenge, however, is assessing outcomes in this domain. The National Communication Association has recently published a number of resources that can assist colleges and universities in this endeavor. This session will describe five of these resources and discuss how they are used to monitor student achievement and to improve understanding of assessing oral communication abilities.

**Ellen A. Hay, Augustana College**

**Track: 22B (EP)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: 211 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**E-Portfolios and Student Learning in Graduate Education: Case Study Research Results**

As students step away from paper portfolios to create e-portfolios, what happens? This session describes the formative and summative use of portfolios in one Master's and one Ph.D. program; and summarizes what the study suggests about students' thinking as they develop e-portfolios. Implications for program assessment and change will be proposed.

**Mary E. Zamon, George Mason University**

**Track: 22C (MT)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: 212 (Convention Center)**

*Best Practices Presentation*  
*Tuesday, November 6, 2007*  
*Beginners and Advanced*

**The College Student Experiences Questionnaire Assessment Program**

This session provides an overview of the College Student Experiences Questionnaire (CSEQ) and College Student Expectations Questionnaire (CSXQ) instruments. The CSEQ measures student progress and the quality of students' experiences inside and outside the classroom. Over 300,000 students at more than 575 different colleges and universities have completed the CSEQ since its origination in 1979. The CSXQ is adapted from the CSEQ to measure new students' expectations for their college experience. Online versions for both instruments are available.

**Julie M. Williams and Michelle Salinas Holmes, Indiana University**

## Poster Sessions

Assessment methods, practices, and findings that are best shared in a visual format and one-on-one discussion are presented during the poster sessions. **The following individuals will be presenting poster sessions in the Grand Foyer, located on the second floor of the Westin, on Monday, November 5 from 5:00 – 7:00 p.m. only.**

Track: 24A (FD)	<i>Adult Student Learning: Engaging Adjunct Faculty in Assessment Conversations and Efforts</i>	Emily C. Richardson and Brigitte Valesey, Widener University
Track: 24B (MT)	<i>Assessment of Multiple Intelligences</i>	Mysore Narayanan, Miami University (Ohio)
Track: 24C (MT)	<i>Celebrating Classroom Assessment</i>	Kathy J. Chamberlain, McHenry County College
Track: 24D (SD)	<i>It's All Mine: A Strategic Approach to Helping Students Learn about Intellectual Property Rights</i>	Sara Anne Hook, Barbara Hayes, and Susan Tennant, IUPUI
Track: 24E (FD)	<i>Mapping and Measuring Curriculum: Tools That Help Faculty Drive Change</i>	Patricia R. Merkle and Michael A. Mestan, New York Chiropractic College
Track: 24F (MT)	<i>One Year and Three Year Postgraduation Alumni Surveys: An Assessment Tool in Pharm.D. Programs</i>	Corinne C. Ramaley, Sushma Ramsinghani, Shay E. Phillips, Andrew B. Morris, Vera C. Campbell, Damien R. Fisher, June G. Javier, Tonya S. Martin, Susan M. Morris, Joanne K. Morse, Francis A. Ndemo, and Hugh M. McLean, Hampton University
Track: 24G (FY)	<i>Student Learning Outcomes Assessment Begins with FYE</i>	Andrea J. Beranek, Carlow University
Track: 24H (GE)	<i>The Learning Outcomes of an Integrated Core</i>	Wayne E. Hall, Kristi Nelson, Jonathan Alexander, Pamela Person, Edward Hearn, and Gisela Escoc, University of Cincinnati
Track: 24I (FY)	<i>The Nature of Life: Building Academic Success, Community, and Connections</i>	Robin Wright, Sehoja Cotner, David Biesboer, and John Anderson, University of Minnesota-Twin Cities
Track: 24J (MT)	<i>The Open Ended Question, How Can It Work for You?</i>	Dawn M. Lowe-Wincentsen, Florida State University
Track: 24K (FY)	<i>The Success of Innovative Interdisciplinary First-Year Courses at the University of the Virgin Islands</i>	Patricia A. Harkins-Pierre and Linda Wymer, University of the Virgin Islands
Track: 24L (MT)	<i>Top-down and Bottom-up: Creating a Campus-Wide Culture of Assessment</i>	Susan A. Hoffpauir and Jim Fulmer, University of Arkansas at Little Rock
Track: 24M (FD)	<i>Transforming to a Learning-Centered Culture and The Value of Assessing Learning Spaces</i>	Roxanne M. Cullen and Michael Harris, Ferris State University
Track: 24N (GE)	<i>Using Technology to Support General Education Outcome Assessments</i>	William Loker and Steven J. Adams, California State University, Chico