

*UPDATED: 10/18/06*

THE 2006 ASSESSMENT  
INSTITUTE IN INDIANAPOLIS

Presented by

The Office of  
Planning and Institutional Improvement

at

Indiana University-Purdue University  
Indianapolis

October 29 – October 31, 2006

The Westin Indianapolis  
50 South Capitol Avenue  
Indianapolis, Indiana

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Institutions use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with effective educational practice. This information is intended for use in assessment initiatives, accreditation processes, strategic planning and institutional improvement efforts, program review, institutional research, and faculty development efforts. It can also be useful to prospective college students, their parents, media, and others interested in learning more about educational quality, and student and academic affairs staff interested in improving student success and educational effectiveness.

### ***National Survey of Student Engagement***

*Center for Postsecondary Research*

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*1900 E. 10th St., Eigenmann Hall, Suite 419*

*Bloomington, IN 47406*

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David Chadima, Consultant, Postsecondary Assessment Services

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### **College Student Experiences Questionnaire**

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Phone: 812-856-5825  
URL: <http://www.indiana.edu/~cseq/>  
Julie Williams, CSEQ Project Manager

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Jillian Kinzie, Associate Director

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## 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 Ballroom 4 located on the second floor of the Westin on Monday, October 30 from 3:00 – 6:30 p.m. only.**

Track: 24A (CE)	<i>Active Learning Through Civic Engagement</i>	Susan A. Tennant, IUPUI
Track: 24B (GE)	<i>Advancing Faculty Engagement in Direct Measures of Student Learning: Quantitative and Scientific Reasoning</i>	Donna L. Sundre and B.J. Miller, James Madison University
Track: 24C (FD)	<i>Aligning Teacher-student Expectations in Learning Technology</i>	Edgar Huang, IUPUI
Track: 24D (CE)	<i>Assessing Perceptions of Nursing Students in Political Action to Promote Advocacy</i>	Allison W. Norwood, Central Missouri State University
Track: 24E (EP)	<i>Assessing Student Progress in a New Medical Curriculum Using ANGEL ePortfolio</i>	Mary T. Johnson, Indiana University School of Medicine - Terre Haute
Track: 24F (MJ)	<i>Assessment of Critical Thinking in Hampshire College's Capstone Projects</i>	Carol Trosset and Steven Weisler, Hampshire College
Track: 24G (GE)	<i>Assessment, Jean Piaget and Benjamin Bloom</i>	Mysore Narayanan, Miami University (Ohio)
Track: 24H (FY)	<i>Collaboration in Assessment: The Library's Assessment Role Within the First-Year Experience (FYE) Program</i>	Charles L. Brown and Belinda W. Yff, Sullivan University
Track: 24I (MT)	<i>Connecting the Dots: How an Assessment Database Can Reveal the Big Picture of Student Learning</i>	Beth J. Alexander and Scott L. Krajewski, Augsburg College
Track: 24J (AC)	<i>Connecting the Evaluation of Assessment Plans to Program Review: Finding a Manageable Link</i>	Mardell A. Wilson, Illinois State University
Track: 24K (MJ)	<i>Course Embedded Assessment: Doing the Right Thing Efficiently</i>	Gail Corbitt, Tom Wilder, Steven J. Adams, and Lorraine Gardiner, California State University - Chico
Track: 24L (FD)	<i>Creating a Culture of Assessment on a Multi-Campus, Non-Traditional University</i>	Philip Garber, National-Louis University
Track: 24M (EP)	<i>Development and Implementation of a Mission-Aligned General Education E-Portfolio Program</i>	Robert M. Adams, Loras College
Track: 24N (EP)	<i>Don't Let the Perfect be the Enemy of the Good: Lessons from Pace University's Approach to Portfolio Assessment</i>	Linda L. Anstendig, Sarah Burns Feyl, and Beth Klingner, Pace University

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Track: 24O (MJ)	<i>Embedding Course and Program Assessment in Everyday Teaching to Meet Accreditation Requirements</i>	Satyajit Verma, Texas A&M University - Corpus Christi
Track: 24P (MJ)	<i>Embedding Multiple Assessments in Classroom Activities</i>	Joseph P. Fuehne, Purdue University College of Technology at Columbus/SE Indiana
Track: 24Q(FD)	<i>Factors Predicting Faculty Research Productivity at Selected Doctorate-Granting Universities</i>	Gus Gregorutti, Andrews University
Track: 24R(MT)	<i>How to Conduct Assessment in an Interdisciplinary Program</i>	Jeanne Snyder, Eastern Illinois University
Track: 24S(FY)	<i>Implementing an Assessment Plan in University 101</i>	Christopher A. McCullough, West Virginia University
Track: 24T (MT)	<i>Improving Business Students' Technological Skills Through Interactive Assessment at Northern Illinois University</i>	Brian G. Mackie and Sally A. Wakefield, Northern Illinois University
Track: 24U (FD)	<i>Mentoring New Faculty: Programs and Procedures</i>	Richard L. Miller and Theresa Wadkins, University of Nebraska at Kearney
Track: 24V (FY)	<i>Motivate Freshman Students in Business Department via Portfolios: A Practice from a Greek Public University</i>	Antigoni Papadimitriou, Aristotle University Thessaloniki, Greece
Track: 24W (MJ)	<i>Now Where Did I Put That? -- Organization of Assessment Documents</i>	Myke Kudlas, Mayo Clinic College of Medicine, Mayo Clinic
Track: 24X (CE)	<i>Priming the Pipeline: Engaging Pre-Health Care Professional Students in the Care of the Medically Underserved</i>	Scott Renshaw and Deanna Willis, IUPUI
Track: 24Y (MJ)	<i>Program Assessment—Nuts and Bolts of a College-Wide Committee</i>	Jim Fulmer and Marian Douglas, University of Arkansas at Little Rock
Track: 24Z (EP)	<i>Reflections on Building an Open Source E-Portfolio</i>	Linda Musun, Aaron Baker, George Jensen, University of Arkansas at Little Rock
Track: 25A (MT)	<i>Scholarly Assessment of Creative Practice</i>	Joseph M. Defazio, IUPUI

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Track: 25B (FD)	<i>Steps to Overcome Administrative and Faculty Resistance to Assessment and Building a Culture of Assessment</i>	Elizabeth A. Hachten, David J. Travis, Hassimi Traore, and Howard Ross, University of Wisconsin-Whitewater
Track: 25C (MT)	<i>Teaching Entrepreneurship Skills for the 21st Century: Approaches and Assessment</i>	Sara Anne Hook, IUPUI
Track: 25D (MT)	<i>Toolkit: A Successful Assessment Newsletter</i>	Donna L. Askins, Northern Illinois University
Track: 25E (EP)	<i>Toward a Comprehensive Model of Assessment in Doctoral Education</i>	Graham D. Rowles, Monica M. Underwood, and John F. Watkins, University of Kentucky
Track: 25F (CC)	<i>Turning Rubrics into Results for Colleges and Programs</i>	David A. Shupe, eLumen Collaborative
Track: 25G (EP)	<i>Using an E-Portfolio to Measure Student Learning Outcomes</i>	Shannon M. Sexton, Rose-Hulman Institute of Technology
Track: 25H (MT)	<i>Using the Scholarship of Teaching and Learning for the Assessment of Interdisciplinary Initiatives</i>	George Rehrey, Indiana University
Track: 25I (MT)	<i>Utilizing a Competency-Based Approach to Further Program Assessment</i>	David C. Freeman, Marietta College
Track: 25J (EP)	<i>Validity Evidence for Using ePortfolios as Tools for Assessing Student Learning</i>	Howard R. Mzumara and Mary Rebecca Lewis, IUPUI
Track: 25K (CE)	<i>Your Personal Health Record</i>	Felisa M. Tennant, IUPUI

# THE 2006 ASSESSMENT INSTITUTE IN INDIANAPOLIS

Presented by

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

**October 29 – October 31, 2006**

**The Westin Indianapolis  
Indianapolis, Indiana**

## SCHEDULE

### **Sunday, October 29, 2006**

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

**Track: 1A (FD)**

**Time: 9:00 a.m. – 3:00 p.m.**

**Room: Capitol 2**

*Concurrent Workshop  
Sunday, October 29, 2006  
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.

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

**Track: 1B (EP)**

**Time: 9:00 a.m. – 3:00 p.m.**

**Room: Caucus**

*Concurrent Workshop  
Sunday, October 29, 2006  
Beginners and Advanced*

#### **New Rules Call for New Tools: Accreditation and Electronic Institutional Portfolios**

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, have used their portfolios as platforms for successful online accreditation self-studies in 2002 and 2005, respectively. This interactive workshop will examine recent trends in accreditation

**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

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: 1C (FD)**

**Time: 9:00 a.m. – 3:00 p.m.**

**Room: Cabinet**

*Concurrent Workshop*

*Sunday, October 29, 2006*

*Beginners and Advanced*

### **Assessing Powerful Pedagogies**

Workshop participants will examine five examples of “powerful pedagogies” (interdisciplinary learning, undergraduate research, service learning, problem-based learning, and international learning) and a variety of methods that can be used to assess associated student learning outcomes: surveys; electronic portfolios; self-assessment with peer and faculty feedback; reflections; blogs; and interactive videos.

**Elizabeth J. Rubens, Jacqueline Singh, Kathryn J. Wilson, Lauren Chism, Kathryn Thedwall, Steven G. Jones, Lawrence Garetto, and Hilary E. Kahn, IUPUI**

**Track: 1D (EP)**

**Time: 9:00 – 11:30 a.m.**

**Room: Capitol 1**

*Concurrent Workshop*

*Sunday, October 29, 2006*

*Beginners and Advanced*

### **Reflection and Matrix Thinking to Enhance Learning (or 'What Would the Dalai Lama's Portfolio Look Like?')**

How does reflection enhance and deepen learning? How do we structure reflections to increase their potential to enhance learning? How does the electronic capacity of ePortfolios further enhance this potential? How do we scaffold the development of mature, sophisticated, and intellectually compelling reflections for our students? What is the role of “matrix thinking” in this development? What hard evidence do we have that reflection works? If these questions intrigue you, then join this highly interactive session to explore how reflection can enhance learning at your campus and in your portfolio.

**Sharon J. Hamilton, IUPUI; Darren Cambridge and Mary Zamon, George Mason University; and William Rickards, Alverno College**

**Track: 1E (MT)**  
**Time: 9:00 – 11:30 a.m.**  
**Room: Council**

*Concurrent Workshop*  
*Sunday, October 29, 2006*  
*Beginners and Advanced*

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

We will present both an overview of program review from the institution's perspective and the experiences of two departments. 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 for curricular, faculty, and quality issues will be discussed. Participants will develop 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**

**Track: 1F (CE)**  
**Time: 9:00 – 11:30 a.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Sunday, October 29, 2006*  
*Beginners and Advanced*

**Institutional Assessment of Civic Engagement for Accreditation and Carnegie**

The new elective classification for Community Engagement by the Carnegie Foundation and Criterion 5 at NCA for Community Engagement and Service create opportunities to develop additional mechanisms for assessing civic engagement at the institutional level. This workshop will review models for measuring civic engagement, methods for developing infrastructure to gather data to support an assessment of quality, and strategies for using the information for program improvement.

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

**Track: 1G (MT)**  
**Time: 9:00 – 11:30 a.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Sunday, October 29, 2006*  
*Beginners and Advanced*

**A Mini-Training Session: Three Rubrics for Assessing Students' Critical Thinking Learning Outcomes**

This workshop is a mini-training session for those interested in learning how to use three different rubrics to assess students' critical thinking skills. Participants will learn how to assess a sample student paper using each rubric and will identify how the resulting information from each provides different information about student learning.

**Jerry K. Stonewater, Miami University (Ohio); and Susan K. Wolcott, WolcottLynch**

**Track: 1H (EP)**  
**Time: 1:30 – 4:00 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Sunday, October 29, 2006*  
*Beginners and Advanced*

**How Do ePortfolios Actually Assess Learning?**

This workshop will explore the challenges associated with eportfolio-based assessment, and ways to generate approaches that could work in participants' institutional contexts. We will begin with a self-assessment exercise, generating hypothetical eportfolios for workshop attendees' annual reviews. We will explore the emerging challenges, such as identifying assessment goals, audiences for assessment, and the eportfolio creation process. We will also explore mechanisms for generating useful assessment data from eportfolios, including embedded assessment, automated counts, rubric creation and scoring, and the global and integrative assessments.

**Sharon J. Hamilton, IUPUI; Judith Kirkpatrick, Kapi'olani Community College - University of Hawaii; Yves Labissiere, Portland State University; Deborah L. Miller, University of Georgia; and Benjamin R. Stephens, Clemson University**

**Track: 1I (MT)**  
**Time: 1:30 – 4:00 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Sunday, October 29, 2006*  
*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 and Karen E. Black, IUPUI**

**Track: 1J (SD)**  
**Time: 1:30 – 4:00 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Sunday, October 29, 2006*  
*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: 1K (FY)**  
**Time: 1:30 – 4:00 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Sunday, October 29, 2006*  
*Beginners and Advanced*

**A Comprehensive Assessment Plan for a Large Entering Student Unit**

Assessment is an essential component of program development and refinement in University College, the entering student unit at IUPUI that serves over 8,000 students. All major programs, including Orientation Services, the Bepko Learning Center, the Advising Center, the Honors Program, and the Pre-College Initiatives are regularly scheduled for reviews, a two-year process with self-study and outside review components. The workshop presenters will discuss the nuts and bolts of their assessment plan including: 1) creating and implementing a comprehensive assessment program, 2) ensuring that the program directors and staff take ownership of the assessment process, and 3) utilizing assessment results to encourage continuous program improvement.

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

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## Monday, October 30, 2006

**7:30 – 8:45 a.m. ~ Continental Breakfast and Registration ~**

Continental breakfast is located in the first floor Capitol Ballroom Foyer and in the second floor Grand 4 & 5 Foyer

**Time: 9:00 - 10:00 a.m.**

**Room: Grand Ballroom 1, 2, 4, &5**

*Plenary Session  
Monday, October 30, 2006  
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

### **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

**10:15 a.m. – 5:00 p.m. ~ Best Practices Presentations (See page 58 for details)**

**Track: 2A (FY)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Grand 3**

*Track Keynote*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Expanding the Paradigm of First-Year Assessment: Lessons from Foundations of Excellence in the First College Year**

The Foundations of Excellence process, created by the Policy Center on the First Year of College with funding from Lumina Foundation for Education, is a method for broad, in-depth assessment of the entire first year. This assessment relies not only on quantitative data and other forms of evidence, but most importantly on professional judgment exercised by a broad campus task force. Institutional participants have found that this process of inclusive assessment lays the foundation for institutional ownership of results and for positive change in the first year.

**Betsy O. Barefoot, Brevard, NC**

**Track: 2B (EP)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Capitol 1**

*Track Keynote*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**On Campus, Across the Country, and Around the World: The Role of Electronic Portfolios in Documenting and Representing Learners, Ecologies of Learning, and the Interaction Between Them**

Over the last 20 years, five key terms have emerged as ways to understand education in the early 21st century: culture; community; practices; knowledge; and reflection. The electronic portfolio--through the possibilities it makes available to learners to showcase development and achievement in context and in multiple modalities--seems ideally suited to 21st century learning. As important, this speculation is congruent with a quick review of the history of eports, which suggests that as electronic portfolios have developed as a site for learning (as well as showing learning), they have increasingly become attuned to different sites of learning, different ways of learning, and different varieties of social and intellectual networks. Is this an accurate view of eport history, practice, and possibility? If so, what does it mean for the claims we can make about the ways that digital portfolios are fostering and shaping learning? And if so, what are some of the challenges and opportunities we might expect to see in the future?

**Kathleen Blake Yancey, Florida State University**

**Track: 2C (CE)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Congress 1&2**

*Track Keynote*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Assessing Civic Engagement**

The new Carnegie elective classification for Community Engagement and increasing attention to civic engagement in accreditation creates opportunities for better representing civic engagement (teaching, research, and service in and with the community) to internal and external audiences. This increasing salience warrants developing the institutional capacity to assess this work using multiple methods, with various units of analysis (e.g., course, academic unit, campus), and multiple sources of information to assess student outcomes, faculty development, curricular change, institutionalization, and community impact. This presentation will provide a critical examination of current models and practice, and offer recommendations for future work.

**Barbara A. Holland, National Service-Learning Clearinghouse and IUPUI**

**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: 2D (SD)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Capitol 3**

*Track Keynote*  
*Monday, October 30, 2006*  
*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**

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

*Track Keynote*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Supporting Faculty Assessment Work: What Teaching and Learning Centers Can Do**

Teaching and learning centers can be key agents for change in helping faculty to develop knowledge and skills for assessing student performance or program impact. Yet faculty are often wary of "assessment" and centers may be cautious about involvement in any program that evaluates faculty performance, rather than serving as a resource for faculty improvement. This session will describe how centers may negotiate the complex issues of assessment, establish goals and measures for their own work, and maintain the integrity of their mission to faculty.

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

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**11:30 a.m. – 12:45 p.m. ~ Lunch in Grand Ballroom 1, 2, 4, & 5**

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**Track: 3A (GE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

**"Out with the Old, In with the New": Revising General Education Outcomes**

Revisiting general education has become the mission of colleges across America. A well thought out process is essential for updating general education outcomes. The process Columbus State Community College used to successfully establish new general education outcomes will be the focus of this session.

**Barbara P. Thompson and Elizabeth Daugherty, Columbus State Community College**

**Track: 3B (CC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Cameral**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**We're Not in the Dark Anymore: SWIC's Approach to the Assessment Process**

This presentation covers the path Southwestern Illinois College has taken in the assessment process of student learning. Presenters will discuss the cycle process, the forms generated, and the benefits of assessment for general education, transfer areas, occupational programs, and students.

**Joyce Ray, Linda Dawkins, and Shauna Scribner, Southwestern Illinois College**

**Track: 3C (MT)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Cabinet**

*Monday, October 30, 2006*  
*Advanced*

**Using Multiple Measures to Assess Progress on a Strategic Plan**

Learn how a Metropolitan Multi-Campus University has moved from using surveys, interviews and focus groups as the main methods for the assessment of strategic plan progress to multiple and varied measures such as NSSE and CIRP data, university demographic data, passage rates, student performance and participation data, and benchmarking data.

**Barbara S. Pennipede and Joseph C. Morreale, Pace University**

**Track: 3D (AC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Web-Based Assessment Management Can Make All the Difference in Accreditation! (Would It Be Right for You?)**

Virginia Commonwealth University developed WEAVEonlineSM and has used it for regional and disciplinary accreditation compliance related to program assessment – mission, outcomes, measures, findings, action plan, analysis, curriculum mapping, tracking over time. Come don an accreditor's hat, critique a live demo, and raise Web-based system questions in a lively, concrete way!

**Jean M. Yerian, Virginia Commonwealth University**

**Track: 3E (MJ)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

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

The goal of this session 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.

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

**Track: 3F (CE)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Advanced*

**Assessing Learning Outcomes and Student Engagement**

This panel will address the logistics, utility and results of assessing the impacts that community engagement has on students. How to measure student outcomes in civic engagement activities within higher education will be addressed from a broad range of perspectives. The panel will discuss multiple assessment tools/methods used within a co-curricular program, the outcomes of a service learning curriculum, as well as the results of a study on the impact of a mission-driven commitment to students' civic engagement.

**Joy Evans and Erin Crawford Cressy, Saint Mary's College; Scott Renshaw and Deanna Willis, IUPUI; and Kim Spiezio, Cedar Crest College**

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

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Advanced*

**Effective Learner-Centered Teaching Models: Assessment and Documentation**

Utilizing learner-centered assessments in college courses is crucial. This session will present two different learning community models. One model focuses on helping faculty redesign courses by developing new assessment tools that link with their course learning outcomes. The second model addresses how faculty can use the data to document scholarly teaching.

**Janice Denton and Lesta Cooper-Freytag, University of Cincinnati - RWC; Elizabeth Jones, West Virginia University; and Carolyn Kern and Pamela Bradley, Northampton Community College**

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

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Targeting At-Risk Students by Using a First-Year Learning Community to Increase Success**

Joint Academic Management (JAM) Sessions promote personal responsibility, interdependence/collaboration, and academic skills for the first college year and for life-long success. We achieved a significant increase in student retention and GPA, controlling for ACT. GPA and retention rates will be presented as evidence of the program's effectiveness.

**Carl Burns and Tammy Pratt, University of Missouri - Rolla**

**Track: 3I (EP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Launching an E-portfolio Initiative: From Concept to the Classroom**

While addressing the accreditation needs of the School of Education, our institution seized the opportunity to explore e-portfolio as part of our broader institutional assessment plans. This workshop offers participants a hands-on, discussion-driven exploration of our process for bringing the concept of e-portfolio from the discussion phase into implementation.

**Karen B. Pagnano, Michael D. Young, and Ronald E. Pitt, Bridgewater State College**

**Track: 3J (SD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

**Harold Washington College's Human Diversity Survey: From Inception to Practice**

Harold Washington College (HWC) conducted a survey of Human Diversity in 2005. Participants included students and faculty. The methodology, the actual survey and outcomes will be shared in this workshop to expose participants to the surprising results HWC achieved because of this survey.

**Cecilia López, Keenan Andrews, Sammie Dortch, Anita Kelley, Harold Washington College**

**Track: 4A (GE)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

**Understanding the Context of General Education Assessment: One Size Does Not Fit**

**All**

Every institution is different; no single approach to assessing general education is "best." The presenters will guide participants in examining the contexts of their institution. Participants will gain an understanding of what may work, and why some approaches may be better than others, at their institution.

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

**Track: 4B (CC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Finding Common Ground: Building a Cross-Disciplinary Model for Outcomes Assessment**

Looking for ideas to find common ground for assessing student learning at your campus? Participants in this interactive session will design a cross-disciplinary model for outcomes assessment using a series of activities that build upon collaboration and explore buy-in. Activities will provide models that can be replicated.

**Karen J. Stewart and Stacey L. Randall, Waubensee Community College**

**Track: 4C (MT)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Advanced*

**Employing Course Management System (CMS) Data to Assess Student Success**

Course management systems (CMS)—such as WebCT Vista, Blackboard, and others—capture student usage data that can be analyzed to assess multiple factors contributing to student success and persistence. This presentation highlights the findings and the resulting assessment model from a pilot study conducted at a large Midwestern research university.  
**Stephen P. Wanger, Oklahoma State University; John P. Campbell and Laurence G. Guentert, Purdue University**

**Track: 4D (AC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 2**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

**What is "Good" Assessment? A New Model for Fulfilling Accreditation Expectations**

What kind of assessment processes and products are "good enough" to satisfy accreditors' expectations? The Middle States Commission on Higher Education has synthesized prior statements of good assessment practices into a new model of "good" assessment with just five elements, a simple framework for anyone who wishes to assess well.  
**Linda A. Suskie, Middle States Commission on Higher Education**

**Track: 4E (MJ)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

**Assessing Student Learning Outcomes in Humanities Majors**

This presentation will focus on the assessment plans, strategies and instruments for assessing student learning outcomes in two humanities majors (History and Communications) at Kennesaw State University. Both assessment plans have been recognized as models for other programs by the campus-wide assessment committee.  
**Susan Rouse, Mary Gao, and Deanna Womack, Kennesaw State University**

**Track: 4F (CE)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Assessing Institutional Performance on Civic Engagement for the Carnegie Elective Classification on Community Engagement**

The Carnegie elective classification for Community Engagement provides a new opportunity to recognize institutions. It also presents new challenges for assessing this work at the institutional level. This session will describe the elements of the new elective classification and strategies for assessing the quality of institutional work.

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

**Track: 4G (FD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Capitol 2**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

### **New Horizons in Assessing Faculty Development**

The shift to a learning paradigm and widespread budget cuts escalate the need for faculty development centers to demonstrate their worth in supporting the campus mission. This interactive workshop will focus on three key ways that centers can document their effectiveness: tracking participation, satisfaction, and changes in faculty practice.

**Nancy Chism, Jon Eynon, and Elizabeth J. Rubens, IUPUI; and Catherine Wehlburg, Texas Christian University**

**Track: 4H (FY)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 3**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

### **Putting Together the "Big Picture": Using a Multi-Tiered Assessment for First-Year Seminars**

Using the assessment of First-Year Seminars as a framework for discussion, participants will learn the benefits and difficulties associated with a three-tiered approach to assessment. Participants will determine which tiers are included in their own assessment activities and will identify methods for addressing each of these tiers.

**Jerry K. Stonewater, Andrea Bakker, and Beverley Taylor, Miami University (Ohio)**

**Track: 4I (EP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

### **E-portfolios as an Integral Scholarship Tool of the Human Biology Program at Indiana University Bloomington**

Participants will experience a Human Biology case- and team-based activity to examine how the Carnegie Foundation's KEEP Toolkit fosters the program's learning objectives as well as scholarly, creative archiving and reflection by faculty, students, and program facilitators. Participants will reflect upon application of the KEEP Toolkit for their own institutions.

**Whitney M. Schlegel, Katherine Kearns, and Leslie Hobbs-Ramsey, Indiana University**

**Track: 4J (SD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

### **Contributing to Student Success Through Outcomes Assessment in Student Affairs**

Buffalo State is engaged in a comprehensive assessment of outcomes in Student and Academic Affairs. Departments have identified core student outcomes related to their services and have developed methods to assess the attainment of those outcomes, student participation and level of satisfaction. We will review Buffalo State's Student Affairs assessment program, providing examples of outcomes sought, methods of measurement used and obstacles encountered.

**Rosalyn Lindner, Stephen Chris, and Charles Kenyon, Buffalo State College - SUNY**

**Track: 4K (MT)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Cameral**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

### **Creative Collaboration Leads to Innovative Assessment**

Park University has established a collaborative assessment approach based on the use of Core Assessment Rubrics (CARs). This initiative successfully responds to the diverse assessment needs (including accreditation) of a university with over 24,000 students who are served at 41 campus centers located throughout the United States and online.

**Michael Droge and Ed Hight, Park University**

**Track: 4L (MT)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

### **Organizing the Mountain of Student Learning Data**

A presentation of The Master's College's web-based Assessment Information Management System (AIMS), which is currently being implemented on a campus-wide basis, assisting in the collection, storage, analysis, and reporting of student performance data related to stated expected general education, major program, and co-curricular learning outcomes.

**John A. Hughes and John M. Walter, The Master's College**

**Track: 5A (GE)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

### **Starting the Assessment Discussion with Student Success Defined**

An institution that has all the first-year interventions in place, along with data on its students, yet does not seem able to affect the retention rate, used a case study approach to defining student success for purposes of assessment based in quality improvement. This process and the insights from the interviews will be discussed.

**Natasha Jankowski, Kent State University**

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

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners*

### **Using AQIP to Jumpstart Assessment in the Arts and Sciences**

This presentation will address how Hawkeye Community College has been able to revive its assessment effort by creating an AQIP Action Project focused upon assessment in the Arts and Sciences division of the College. To date, the project has sparked spirited discussions and has led to revision of student program outcomes, revision of the liberal arts core curriculum, and identification of strategies to assess program outcomes. Presenters will share the challenges and successes encountered along this assessment journey.

**Tracy Grandy, Catharine Freeman, and Patrick Ashwood, Hawkeye Community College**

**Track: 5C (MT)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Grand 2**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Advanced*

**Accountability for Student Learning**

Developing coherent and compelling representations of a higher education institution's assessment efforts is a significant challenge. Participants in this workshop will explore qualitative and quantitative representations of learning and assessment that accommodate a wide range of assessment approaches and the varying interests of accreditation agencies, governing boards, and prospective students.

**Victor M.H. Borden, Indiana University; and Susan Kahn, IUPUI**

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

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Advanced*

**Creating a Campus Ethos of Assessment: The Annual Assessment Report**

The writing of an annual report is a valuable process which assists an institution in developing a campus ethos of assessment. Professional experience and the literature of organizational communication provide a basis for the functioning of an annual assessment report. Samples of a variety of annual assessment reports provide a practical demonstration behind the organizational theory.

**Timothy J. Detwiler, Cornerstone University; Sharon Johnson, Cedarville University; and Richard J. Sherry, Bethel University**

**Track: 5E (MJ)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Assessing Organizational Performance in Higher Education: Reaching Beyond Student Outcomes Assessment**

This workshop is based on the premise that assessment must move beyond student outcomes assessment and into performance of whole organizations (both academic and administrative). The workshop will explore how performance at the organizational level is: a) measured within the context of an organization's unique mission and vision, and b) evaluated against unique needs of different assessment users.

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

**Track: 5F (CE)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Congress 1 & 2**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Assessing Motivation for and Institutional Impact of Faculty Development Focused on Service Learning**

This panel will present research results that (1) identify the factors that motivate and deter faculty use of service learning, including both for faculty who do and do not use service learning; (2) assessing the impact of an academic service learning faculty development

program, including its relationship to the university's new general education program; and (3) assessing two faculty development programs that equip faculty to conduct research on service learning courses and advance their own scholarship of engagement.

**Julie A. Hatcher, IUPUI; Golden Jackson-Mergler, Ohio State University; and Kathleen H. Stacey, Eastern Michigan University**

**Track: 5G (FD)**

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

**Room: Capitol 2**

*Concurrent Workshop  
Monday, October 30, 2006  
Beginners and Advanced*

**Getting Faculty Involved in the Student Engagement Conversation: The Faculty Survey of Student Engagement**

In this session, participants will learn about the Faculty Survey of Student Engagement (FSSE), findings from its four years of administration, and how the results can be used to stimulate conversation, particularly among faculty, about student engagement in effective educational practices.

**Thomas F. Nelson Laird, Susan Johnson, Amanda Niskode, and Michael Schwarz, Indiana University**

**Track: 5H (FY)**

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

**Room: Grand 1**

*Concurrent Workshop  
Monday, October 30, 2006  
Beginners and Advanced*

**Making Achievement Possible: Using Assessment to Impact First-Year Students**

Making Achievement Possible (MAP) is a web-based assessment system that enhances students' ability to successfully transition to college. MAP enables student success by providing customized, relevant information to students and by alerting professional staff to enable proactive intervention to reduce students' risk of failure. This session will describe MAP and new technology that makes it transferable to other campuses.

**Sherry Woosley and Donald Whitaker, Ball State University; and Patrick Paquette, Educational Benchmarking, Inc.**

**Track: 5I (EP)**

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

**Room: Capitol 1**

*Concurrent Workshop  
Monday, October 30, 2006  
Beginners*

**Using ePortfolios to Assess Preservice Teachers' Technology Skills**

Preservice teachers (PSTs) at a midwestern university are required to take a technology integration methods class. In this workshop, participants will learn how a rubric is used to assess electronic portfolios (the culminating assignment), learn how PSTs are prepared to write reflections, and examine electronic portfolios created by the PSTs.

**Toni Stokes Jones and Nancy Copeland, Eastern Michigan University**

**Track: 5J (SD)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Quantifying Ephemera or Capturing Meaning?--Assessing Student Development Programs**

Measuring student development outcomes in co-curricular programs is a daunting task. "What did you like best (or least) about ...?" can be useful for program planning, but is less useful in assessing student cognitive, emotional, personal or social growth. Effective methods and tools to assess student growth will be discussed.

**Angeles L. Eames, Northeastern Illinois University**

**Track: 5K (MT)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Cameral**

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**A Six-step F.A.M.O.U.S. Assessment Approach**

"F.A.M.O.U.S." is an innovative multi-step and streamlined approach to implementing an efficient assessment system. Each letter of the acronym, "FAMOUS," represents an important step that is connected to the next step in a chain that is cyclical and provides documentations that can be used to stimulate teaching, learning and service improvements.

**Uche O. Ohia and Harold Henderson, Florida Agricultural and Mechanical University (FAMU)**

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

*Concurrent Workshop*  
*Monday, October 30, 2006*  
*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 "weighing 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**

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

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## Tuesday, October 31, 2006

**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 4 & 5 Foyer**

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**9:00 a.m. – 2:45 p.m. ~ Best Practices Presentations (See page 58 for details)**

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**Track: 6A (GE)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Council**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

### **Assessment as Pedagogy: Involving Students in Classroom Assessment and Evaluation**

The workshop explains classroom assessment as pedagogy and challenges participants to develop strategies for involving students in assessment and evaluation activities. The workshop features two parts: explanation and case study followed by participant involvement in developing an assessment tool for use in college classrooms.

**Deborah R. Schwartz, Lourdes College**

**Track: 6B (CC)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

### **Student Self-Assessment in the Basic Writing Classroom and Program: Access to Personal Success**

During our forum, we will share our experiences with student self-assessment in the developmental classroom and the program: what we do, why we do it, and how we know it can encourage students to shape and succeed in their own realities.

**Beth Wheeler and Randy Boone, Northampton Community College, Monroe Campus**

**Track: 6C (MT)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Advanced*

### **Using a Systems Approach to Assure Program Assessment Success**

Most discussions of program assessment address student learning outcomes, measures, and instruments for individual programs—how to do assessment. This workshop focuses on what is required to have an effective system of program assessment that ensures that all programs are conducting assessment—how to assure program assessment success.

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

**Track: 6D (AC)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Accreditation: Solid Assessment**

Mention accreditation and most people panic. Fear strikes them. With a program plan of solid assessment, the accreditation process can be seen for what it really should be: a healthy process of reflection and growth, by linking planning, budgeting, research, and assessment together for a healthy campus culture.

**E. Mark Bezzant, Robert Loveridge, Marcus Jorgensen, and Linda Makin, Utah Valley State College**

**Track: 6E (MJ)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Cameral**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**The Internal Audit**

TEAC has pioneered a form of institutional self-assessment process, the internal academic audit. Our experience suggests that this process has applications at the department, program, and institutional level. Participants will work through the initial steps of an audit and receive a step-by-step guide to take back to campus.

**Ellen Wert and Diana Rigden, Teacher Education Accreditation Council**

**Track: 6F (CE)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Grand 2**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Assessing Community Impact of Service Learning and Civic Engagement**

This panel will summarize (1) a qualitative study using focus groups of 100 experienced community partners in service learning from eight higher education institutions to discuss their perspectives on community-campus partnerships and specifically addressed questions concerning their understanding and perception of service learning; and (2) research on thirteen campuses that conducted telephone interviews with key informants in the community (e.g., residents, service learning partners, community leaders) who were familiar with the civic engagement activities and campus surveys of community activities in their neighborhoods.

**Robert G. Bringle and Julie A. Hatcher, IUPUI; and Barbara A. Holland, National Service-Learning Clearinghouse and IUPUI**

**Track: 6G (FD)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Capitol 2**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

**Reclaiming Assessment: Collaborative Faculty Development and Scholarship on a Model for Integrating Teaching and Learning with Assessment**

Grudging response to mandates or vehicle for improving teaching and learning? Understood formatively, assessment can empower faculty and programs. A multidisciplinary panel will share a collaborative, scholarly faculty development process that supports them in integrating assessment with teaching and learning, deepening their students' learning and enhancing their practice as educators.

**Patti H. Clayton, North Carolina State University; and IUPUI Faculty**

**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: 6H (FY)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

**Assessing First-Year Success Using Existing Institutional Data**

Institutional Research created a common research design to assess first-year experience initiatives. This workshop will describe the studies, how they were done collaboratively with University College staff and how the results were used. Participants will learn how using existing data in an evidence-based environment can improve student success.

**A. Michael Williford, David Descutner, and Joni Schaller, Ohio University**

**Track: 6I (EP)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

**Improving E-portfolio Assessment and Design: What Can We Learn from Myspace and Facebook?**

This panel will investigate features of online social networking software, such as Myspace and Facebook, that might either be incorporated into existing electronic portfolio systems, or be linked to them as a way of increasing student motivation and connection to wider audiences for reflection and assessment purposes.

**Robert Cummings, University of Georgia; Darren Cambridge, George Mason University; Helen Chen, Stanford University; Michael Day, Northern Illinois University; Cara Lane, University of Washington; and Kathleen Blake Yancey, Florida State University**

**Track: 6J (SD)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

**And the Survey Says...Results of a Web Survey to Assess the Self-Reported Knowledge, Skills, and Experience of Student Affairs Staff**

How can a newly hired assessment coordinator figure out where a division of student affairs really is with regard to conducting assessment? In this session you will learn about a homegrown web survey used to gather evidence about levels of staff involvement and perceptions of various assessment activities as well as their professional development needs.

**Susan Martin, University of Maryland, Baltimore County**

**Track: 6K (MT)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Advanced*

**Using Problem-Solving Protocols for Assessment**

The problem-solving protocol provides a method of assessing real-world problem solving as well as application of knowledge and can be integrated into the normal activities of a class. This interactive workshop will demonstrate how to use problem-solving protocols for assessment and provide a rubric for assessing problem-solving skills.

**Pamela Steinke, North Carolina State University; and Peggy Fitch, Central College**

**Track: 6L (FD)**  
**Time: 9:00 – 10:15 a.m.**  
**Room: Grand 3**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Advanced*

**Assessment vs. Evaluation: Dealing with the Differences**

Early assessment history identified the term assessment, especially "formative assessment," as monitoring student learning and the learning environment. The term "evaluation" came to mean, more or less, those activities that surround professors' behaviors and the teaching environment. Mixing these two activities ---especially using assessment findings to make decisions about professors' merit, tenure, and promotion--- has been regarded as destructive to the practice of honest assessment. How have these concepts evolved, what practices in each domain are honest and effective, what potholes can be recognized, and how can one use both assessment and evaluation together for the benefit of student and professor? This interactive session aims to explore those questions.

**Douglas J. Eder, Arizona State University**

**Track: 7A (MT)**  
**Time: 10:30 a.m. - 12:00 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

**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: 7B (GE)**  
**Time: 10:30 a.m. - 12:00 p.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Involving Students in General Education Assessment**

Students and faculty from Indiana University-Purdue University Indianapolis discuss several methods for assessing IUPUI's six Principles of Undergraduate Learning.

**Trudy W. Banta, Drew C. Appleby, Sharon J. Hamilton, Joshua S. Smith, Kristina Haus, Sharmin McGown, Erin Quiring, Jill Rezek, and Denise Webb, IUPUI**

**Track: 7C (MT)**  
**Time: 10:30 a.m. - 12:00 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

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

This fall marks the 20th 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: 7D (SA)**

**Time: 10:30 a.m. - 12:00 p.m.**

**Room: Grand 2**

*Concurrent Workshop  
Tuesday, October 31, 2006  
Beginners and Advanced*

### **DEEP Lessons for Promoting Student Success and Educational Effectiveness**

This workshop reviews the programs, policies and practices common to colleges and universities that “add value” to the undergraduate experience. That is, they perform well on the National Survey of Student Engagement and have better-than-expected graduation rates. The authors of *Student Success in College: Creating Conditions That Matter* will also introduce a diagnostic template that participants can use to assess the extent to which these features exist on their campus.

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

**Track: 7E (CC)**

**Time: 10:30 a.m. - 12:00 p.m.**

**Room: Grand 3**

*Concurrent Workshop  
Tuesday, October 31, 2006  
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**

**Time: 12:00 - 1:30 p.m.**

**Room: Grand 1,2,& 3**

*Concurrent Workshop  
Tuesday, October 31, 2006  
Beginners and Advanced*

### **Conversation with Regional Accreditors**

Meet representatives of The Higher Learning Commission, Middle States Commission on Higher Education, and Western Association of Schools and Colleges and ask your questions about assessment and accreditation requirements.

**Jonathan Keiser, The Higher Learning Commission – Grand 1;**

**Linda Suskie, Middle States Commission on Higher Education – Grand 2; and**

**Richard Winn, Western Association of Schools and Colleges – Grand 3**

**12:00 – 1:15 p.m. ~ LUNCH on your own in Indianapolis**

**Track: 8A (GE)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Council**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Advanced*

**Avoiding the Maintenance Trap in General Education**

General education faces a dilemma in avoiding the maintenance trap in higher education today. Accountability demands from external agencies, including state legislatures and regional accrediting authorities, can tempt general education overseers to maintain outdated policies that may satisfy external demands at the unintended expense of student learning and faculty indifference. This interactive presentation will address the need to use assessment to continue the emphasis on student learning instead of maintaining the status quo by examining: (a) the assessment challenges existing in general education; (b) how regional accrediting agencies affect assessment; and (c) how to enlist faculty support in the assessment effort.

**Michael B. Daniel and Margie Gallo, Sullivan University**

**Track: 8B (CC)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Congress 1&2**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Turning Rubrics into Results for Colleges and Programs**

Nine colleges are incrementally introducing an extraordinarily simple and powerful approach to outcomes assessment in which using rubrics yields actual educational results for all types of learning outcomes. System-supported since 2004, this academic practice both fosters individual learning and produces aggregated multi-dimensional data for colleges and academic/professional programs.

**David A. Shupe, eLumen Collaborative**

**Track: 8C (AC)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Caucus**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Advanced*

**Learning Outcomes: The Cornerstone of an Excellent QEP**

Assessment leaders in colleges across the nation are facing tremendous challenges in coordinating efforts to write, collect, measure and report student learning outcomes. "Why does this have to be so hard?" is the cry heard 'round the states. Regardless of the surveys and other institutional data collected in order to develop QEP initiatives, student learning outcomes (SLOs) comprise the cornerstone of an excellent QEP. This session will guide participants through the steps in writing and reporting SLOs with examples, templates, opportunities for interaction, and a CD with all materials used in the session for participants to take home.

**Sharon Pate, Central Texas College**

**Track: 8D (MT)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Building a Bridge While Closing the Loop**

Learn about an assessment system developed to assess two vital learning outcomes in higher education, thereby bridging general education and the disciplines. Participants in this interactive session will learn how to use this writing and thinking assessment system and will receive the classroom, program assessment and peer review tools.

**Teresa L. Flateby, University of South Florida**

**Track: 8E (MJ)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Cameral**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Pros and Cons of Electronic Course Evaluations**

In order to reduce the processing time and increase the effectiveness of teacher evaluations at Indiana University the authors have developed a web-based course evaluation system called IU-EVAL1. The system was tested by approximately 13,900 students between August 1, 2004, and Dec 15, 2005. In this presentation we explore the motivations behind the development of IU-EVAL and discuss some of the lessons learned during its implementation and use at Indiana University South Bend.

**Hossein Hakimzadeh and Lynn Williams, Indiana University South Bend**

**Track: 8F (CE)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Grand 2**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Delineating and Assessing Student Outcomes for Civic Learning**

This session will offer (1) tools and processes for articulating civic learning objectives, developing assignments and rubrics that are well-designed to generate and evaluate both civic learning and critical thinking, and investigating the convergence of civic learning and critical thinking through the scholarship of teaching and learning; and (2) what students might be expected to know and do after an international service learning experience, and how these learning objectives build upon but also differ from those associated with either domestic service learning or traditional study abroad.

**Susan Sutton, IUPUI; and Patti H. Clayton, North Carolina State University**

**Track: 8G (FD)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Grand 3**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

**Faculty Development: Demystifying the "e" in ePortfolio**

This workshop is designed to introduce faculty and faculty developers to the fundamentals of ePortfolios. The workshop is designed to be interactive, with the audience working online in small groups or individually to reflect on ePortfolios in faculty development. Participants will have the chance to practice making an ePortfolio presentation.

**G. Todd Vanek, Washington State University; Colleen Burnham, Thomas College; Deborah Miller, University of Georgia; and Candyce Reynolds, Portland State University**

**Track: 8H (FY)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

**Assessment and Improvement of First-Year Courses at Two Universities**

This session will present two different approaches to assessment of first-year courses. The first will highlight modifications to a University 101 course based on an authentic course-embedded assessment activity. The second will discuss creating profiles of students to determine the most appropriate fit between student type and first-year course.

**Christopher A. McCullough, West Virginia University; and Julie Weissman, Saint Louis University**

**Track: 8I (EP)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners*

**Assessing Professional and Personal Development in Contemporary Graduate Education**

This session presents two comprehensive assessment programs at the doctoral level that focus on aspects of student intellectual, professional and personal progress. One program uses seven dimensions of intellectual and professional development and four dimensions of personal growth. The other is based on nine professional competences that define the ideal physician. Both programs document student advancement in defined areas using tools developed by instructional technology experts. A discussion period will allow the audience time for exploration of ideas with the authors.

**Mary T. Johnson, Indiana University School of Medicine - Terre Haute; Graham D. Rowles, Monica M. Underwood, and John F. Watkins, University of Kentucky**

**Track: 8J (GE)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Cabinet**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Assessment in Moral Reasoning**

This interactive session will focus on assessment in moral reasoning. The context for the assessment will be a course in ethics where assessment strategies for measuring the development of students in their moral reasoning abilities are demonstrated. Course feedback, student self assessment and students' scores on the Defining Issues Test are used to provide multiple measures of this important general education goal at two faith-based institutions.

**David W. Kale and Lincoln B. Stevens, Mount Vernon Nazarene University; Joel D. Frederickson and Richard J. Sherry, Bethel University**

**Track: 8K (SD)**  
**Time: 1:30 - 2:45 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**The UC FIPSE Project: Evidence-Based Curriculum Reform Through Cooperative Education**

Employer feedback gathered through cooperative education student assessments creates a corporate feedback loop which offers the opportunity for evidence-based curricular reform. This interactive workshop explains the process, demonstrates the results showing a progression of learning throughout the curriculum, and involves the attendees in the formative development of the project.

**Cheryl Gates and Kettil Cedercreutz, University of Cincinnati**

**Time: 3:00 - 4:00 p.m.**  
**Room: Grand Ballroom 1, 2, 4, & 5**

*Plenary Session*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Trudy W. Banta and Panel – Closing Session**

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

**KEYNOTE PANEL**

**Betsy O. Barefoot**

Co-Director and Senior Scholar  
 Policy Center on the First Year of College, Brevard, NC

**Peter T. Ewell**

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

**Barbara A. Holland**

Director  
 National Service-Learning Clearinghouse

**Barbara E. Walvoord**

Fellow, Institute for Educational Initiatives; and Concurrent Professor of English  
 University of Notre Dame

**Kathleen Blake Yancey**

Co-chair, the National Coalition for Electronic Portfolio Research, Kellogg W. Hunt Professor of English, and Director of the Graduate Program in Rhetoric and Composition  
 Florida State University

## 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, October 30, 2006 ~ Best Practices Presentations**

**Track: 9A (CE)**

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

**Room: House**

*Best Practices Presentation*

*Monday, October 30, 2006*

*Beginners*

#### **Puzzling Public Relations: Assembling Pieces in Academic Service Learning Assessment**

This presentation will include valuable information for educators interested in creating new academic service learning assignments or improving existing projects. Emphasis will be placed on assessment of AS-L projects, but the session will also include helpful tips to begin and maintain successful AS-L projects and relations with community partners.

**Lolita Cummings Hendrix, Eastern Michigan University**

**Track: 9B (MJ)**

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

**Room: Senate 2**

*Best Practices Presentation*

*Monday, October 30, 2006*

*Beginners and Advanced*

#### **Course Embedded Assessment: Doing the Right Thing Efficiently**

Continuous improvement of academic programs requires assessment of student achievement relative to learning goals. Accreditation agencies generally recognize that the involvement of both internal and external stakeholders in assessing student outcomes is preferable to internal assessment alone. The STEPS software provides an effective and efficient means of gathering and storing required student work and evaluations of this work electronically.

**Gail Corbitt, Tom Wilder, Steven J. Adams, and Lorraine Gardiner, California State University - Chico**

**Track: 9C (MT)**

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

**Room: Senate 3**

*Best Practices Presentation*

*Monday, October 30, 2006*

*Advanced*

#### **Using Qualitative Assessment Results to Improve Curriculum**

Qualitative results from our assessment process have identified specific areas of need for our students. Addressing those needs has resulted in an iterative process of curriculum development that is both easier to assess and shows demonstrable improvement in education.

**Tom Gross and James Williams, Herzing College**

**Track: 9D (EP)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: Council**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Don't Let the Perfect be the Enemy of the Good: Lessons from Pace University's Approach to Portfolio Assessment**

This session presents the procedures involved in developing portfolio assessment (both eportfolio and portfolio review) on the department level and for general education outcomes. We highlight the partnership among librarians, career services personnel, instructional technologists, and English professors, as well as the challenges and successes of our program.

**Linda L. Anstendig, Sarah Burns Feyl, and Beth Klingner, Pace University**

**Track: 9E (MJ)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Embedding Course and Program Assessment in Everyday Teaching to Meet Accreditation Requirements**

Course and program assessment, a necessary component of the accreditation process, is automated by embedding the process in daily instructional activity. The data set used to grade students is also used by a set of linked spreadsheets to generate a course and program profile against their stated learning outcomes.

**Satyajit Verma, Texas A&M University - Corpus Christi**

**Track: 9F (MT)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Using a Written Communication Rubric to Improve Student Writing**

Rubrics are most effective when piloted and improved using student and faculty feedback data. Systematic study examining outcomes related to rubric use is limited. This work in progress may be beneficial to faculty considering rubric use to assess and improve student learning. Faculty responses and adaptations to the process of rubric development and implementation will be analyzed. Furthermore, this study has implications that may impact the practices of the College of Nursing Undergraduate Program Curriculum Committee and the role of the Institutional Review Board.

**Sandra L. Ramey, University of Iowa; Leona Vande Vusse and Mary Beth Gosline, Marquette University**

**Track: 10A (CE)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: House**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Assessing Perceptions of Nursing Students in Political Action to Promote Advocacy**

The American Democracy Project at Central Missouri State University supported the continuation of nursing students' involvement in Nurse Advocacy Day. The experience promotes exploration and engagement in the political process to develop social responsibility and leadership. The study explored nursing students' perception of their role and experience in political action.

**Allison W. Norwood, Central Missouri State University**

**Track: 10B (AC)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Connecting the Evaluation of Assessment Plans to Program Review: Finding a Manageable Link**

Pairing the process for evaluation of academic assessment plans with the program review process is an approach that helps to ensure the development/maintenance of high quality assessment plans. In addition, the Process for Review of Academic Assessment Plans [PRAAP] emphasizes assessment as a value-added component of program review.

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

**Track: 10C (GE)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Advanced*

**Meeting General Education Objectives: The Case of General Psychology**

This presentation will focus on how to assess the contributions of an individual discipline to a General Education program. The specific example will be the assessment of how the discipline of psychology contributes to the knowledge, skills and values identified in the objectives for the University of Nebraska at Kearney's General Education program.

**Theresa A. Wadkins and Richard L. Miller, University of Nebraska at Kearney**

**Track: 10D (SD)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Council**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Standardized Testing in Assessing Student Development and Outcomes in a Nursing Program**

An indicator of program effectiveness in nursing is student success on the National Council of Licensure and Examination (NCLEX). Standardized testing is a strategy that many nursing programs use to facilitate student success. This presentation includes processes for determining an appropriate test, implementation strategies, and outcome assessment of student development.

**Rhonda M. McLain, Alberta McCaleb, and Linda Reed, University of Alabama at Birmingham**

**Track: 10E (MT)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**An Assessment Field of Dreams: If You Build It, They Will Come!**

This session will focus on our institution-wide strategies to ramp up the assessment endeavor. Our Program Assessment Committee has gone through a significant metamorphosis since its inception in 2005. The trips and traps, successes and conundrums of (economically) instilling the assessment endeavor campus-wide will be discussed.

**Louann Hofheins Cummings, Melissa Cain, Dorothy Copas, The University of Findlay**

**Track: 10F (MT)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**The Impact of the Accelerated Improvement Process**

Processes exist to perform critical functions. Keeping processes functioning effectively and efficiently is crucial. Improving, or designing, a process in a *reasonable* amount of time is the goal of the Accelerated Improvement Process (AIP). This workshop describes what IUPUI has attempted, accomplished and learned in the past two years. Examples will include using process tools to improve group work in the classroom and to improve administrative processes for students and faculty.

**Marilyn H. Bedford and Elizabeth A. Jones, IUPUI**

**11:30 a.m. – 12:45 p.m. ~ Lunch in Grand Ballroom 1, 2, 4, & 5**

**Track: 11A (FY)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: House**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Advanced*

**An Assessment of Students' First-Year Experiences and the Impact of those Experiences on their Decision to not Return: A Longitudinal Study of Student and Institutional Factors Associated With Retention Outcomes**

The purpose of this assessment project was to identify factors associated with student first-year experiences and the impact of those experiences on their decision not to return the next year. This longitudinal study addresses the student and institutional factors associated with retention outcomes of first year freshmen. A survey instrument was developed and students who did not return for their second year of college were assessed. Data from three such cohorts are now available. An overview of the methods used to conduct this study and survey results will be presented.

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

**Track: 11B (MJ)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Embedding Multiple Assessments in Classroom Activities**

Being a resource-challenged program with only two faculty, the Mechanical Engineering Technology program of Purdue University at Columbus/Southeast Indiana prepared for its first ABET evaluation by focusing on direct assessment embedded in classroom activities. With so few graduates and even fewer returned surveys, the faculty of the MET program developed multiple assessments from one classroom assignment to assess program outcomes.

**Joseph P. Fuehne, Purdue University of College Technology at Columbus/SE Indiana**

**Track: 11C (GE)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Advancing Faculty Engagement in Direct Measures of Student Learning: Quantitative and Scientific Reasoning**

This session will provide a case study of assessment in a general education area, scientific and quantitative reasoning. The session will describe our progress in developing a sound instrument and engaging faculty in its development, refinement, and interpretation and use of results. We will describe five strategies for enhancing involvement of campus constituents.

**Donna L. Sundre and B.J. Miller, James Madison University**

**Track: 12A (EP)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: House**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**SEE ME, HEAR ME -- Early-Stage Implementation of an Electronic Portfolio Project in an Integrated Learning Community**

Presenters will guide you through the implementation of an electronic portfolio project in a learning community comprised of students in the Communication for College and Careers course and the College Success Seminar. The project utilizes video and audio to provide authentic assessment of developmental students' understanding of FYE concepts and application of communication skills.

**Susan Winters and Angela Arndt, University of Cincinnati**

**Track: 12B (SD)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Retention Plan: Enhancing the Quality of Student Life and Learning**

In the fall of 2002, Southern University and A&M College of Baton Rouge (SUBR) received funding through the Louisiana Board of Regents Retention Project to develop and implement a campus-wide retention plan with the assistance of a Noel-Levitz consultant as the facilitator. By May 2003, a five-year plan had been developed and presented in an open format to administrators, faculty, staff and students. The retention plan is comprehensive and contains specific goals with accompanying strategies for completion. The overall quantitative goal of the plan was a two percent annual increase in the retention rate. The University Retention Committee is responsible for overseeing the implementation of the plan. The retention plan has produced outstanding results.

**Dana Carpenter and Jaquator Hamer, Southern University and A&M College - Baton Rouge Campus**

**Track: 12C (MJ)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Abandoning the "I know it when I see it" Syndrome for Learning Outcomes, Criteria, and Standards**

Developing outcomes-based assessment for the arts has met with more than the usual resistance and passionate insistence that creative expression cannot be measured. Faculty in Visual & Public Art engaged in collaborative analysis of mission, values, and curricular intentions to articulate outcomes, criteria, and standards.

**Stephanie Johnson, Gilbert Neri, and Amy Driscoll, California State University Monterey Bay**

**Track: 13A (FD)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: House**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Faculty Development in Assessment: Understanding Motivation to Move from Anger and Resentment to Competence and Adoption**

Many faculty feel coerced and so resist assessment activities on campuses. A prominent motivation theory, called self-determination theory, is helpful in understanding and improving attitudes as well as suggesting strategies for faculty development that will enhance competence and the adoption of assessment activities. Specific examples will be discussed.

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

**Track: 13B (AC)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Assessment as Problem Solving: A Backward View**

When other assessment startup plans appear to falter, the self-study or assessment coordinator might try this idea. Consider “backwards assessment”: finding the improvement and then locating where, when, how, and by whom the assessment process took place. Because, invariably, assessment took place.

**Robert K. Myers, Berklee College of Music**

**Track: 13C (EP)**  
**Time: 2:15 – 2:45 p.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

**Validity Evidence for Using ePortfolios as Tools for Assessing Student Learning**

What would constitute appropriate validity evidence for evaluating the impact and use of ePortfolios as effective tools for assessing student learning? This session will describe ongoing efforts to obtain a variety of validity evidence to evaluate the efficacy of using ePortfolios as authentic tools for assessing student learning at IUPUI.

**Howard R. Mzumara and Mary Rebecca Lewis, IUPUI**

**Track: 14A (FY)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: House**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Improving First- and Second-Year Student Assessment and Retention Using Technology**

Using a Title III grant, Medgar Evers College has partnered with the developers of an online technology-based assessment to implement an early warning system to identify potential attrition candidates in their first and second year of study. We will present data regarding the identification of measurable predictors of retention through the use of this technology.

**Phyllis Curtis-Tweed and Mike Fitzgerald, Medgar Evers College; and Douglas Walcerz, Outcomes Assessment Solutions, LLC**

**Track: 14B (CC)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Remodeling Assessment: Building a Culture of Inquiry**

St. Louis Community College persists to discover, interpret and develop; that is, to discover what the college knows about student learning, to interpret what is known, and to develop recommended strategies for improving student learning. The college has extensively remodeled its original assessment plan. As it embraces a culture of inquiry, the college has adopted program or “mission-based” assessments to balance ongoing and successful unit-based or course-based assessments.

**Lawrence J. McDoniel and John Cosgrove, St. Louis Community College**

**Track: 14C (GE)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Advanced*

### **So, What Do You Have Against Standardized Tests?**

In 2006 – more than ever before – accountability has taken center stage in higher education. Although the accountability “movement” began more than 20 years ago, the need for institutions of higher education to demonstrate their effectiveness has now reached critical importance. Any number of constituencies should be considered “stakeholders” in the quality of education your institution provides – accrediting agencies, funding sources, and, most importantly, students and their parents. Because “accountability” and “assessment” go hand-in-hand, institutions and programs are struggling – some for the first time – with the “build or buy” decision. And many continue to keep a safe distance from standardized assessments for a variety of reasons – some true, some mere myths. An ETS product developer will discuss the fundamentals of test design, the virtues of both standardized and institutionally-developed assessments, and the need for a healthy combination of *both* of these in order to fully demonstrate performance and foster continuous improvement.

**Bill Wynne, Educational Testing Service**

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**Track: 15A (CC)**  
**Time: 3:45 - 4:15 p.m.**  
**Room: House**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners*

### **Core Curriculum Assessment: A Community College Case Study**

Community Colleges meet many challenges in Core Curriculum Assessment. This session will discuss Core Curriculum Assessment in a Community College Case Study format. This session will overview institutional culture and the Core Curriculum, the initiation and procedures of Core Curriculum Assessment, and a discussion of some possible barriers.

**Loraine Phillips, Texas A&M University; and Leslie Janac, Blinn College**

**Track: 15B (MT)**  
**Time: 3:45 - 4:15 p.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Advanced*

### **Evaluating Quality of Teaching in a Health Professions Program**

A thorough evaluation of the quality of health professions programs is essential not only to evaluate the quality of teaching, but also because of the potential impact on patient care. This is an overview of the techniques used in the Indiana University Health Information Administration Program to assess how well the program prepares graduates to enter the profession.

**Danita Forgey, IUPUI**

**Track: 15C (GE)**  
**Time: 3:45 - 4:15 p.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Advanced*

**Assessing the Elephant**

In 2002 Coker College developed a new method of assessing general education that costs next to nothing, is easy to administer, and provides immediate and direct feedback on student achievement levels. This presentation explores the methods used and research on three years of data, as well as plans for the future.

**David Eubanks, Coker College**

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**Track: 16A (FD)**  
**Time: 4:30 - 5:00 p.m.**  
**Room: House**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Advanced*

**Assessing Faculty Development: Going Beyond the Smile Sheets**

The urgency to demonstrate the value of faculty development programs continues to grow as they become increasingly threatened by budget cuts. In this interactive session we discuss ideas for assessing faculty development and ways to connect outcomes back to campus faculty development programs.

**David J. Travis, John F. Stone, and Stephen J. Friedman, University of Wisconsin-Whitewater**

**Track: 16B (CE)**  
**Time: 4:30 - 5:00 p.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**Assessing Service Learning Projects Using a Comparative Design**

Astin's I-E-O Model is applied to assessment of student, program, institution, and partner outcomes of service learning projects. Within- and across-project comparisons are conducted to test the model. A model for assessing SL outcomes, as well as descriptions of two unique projects – the University College Dublin Partnership and the Katrina Medical Center are provided.

**Franklyn P. Salimbene and Iris Berdrow, Bentley College**

**Track: 16C (MT)**  
**Time: 4:30 - 5:00 p.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Monday, October 30, 2006*  
*Beginners and Advanced*

**UK@Work: Trials, Tribulations and Triumphs of a Web Survey on University Work-Life Issues**

Work-life issues represent assessment work that fits within the institutional effectiveness scope yet taps into campus needs outside the academic focus. This session reviews the implementation of a web-survey strategy for gathering faculty and staff opinions. It highlights aspects of collaboration between three campus offices and an external consulting firm.

**Deborah L. Moore, Roger Sugarman, Mary Ferlan, Terri Kanatzar, and Laura Koppes, University of Kentucky**

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## **Tuesday, October 31, 2006 ~ Best Practices Presentations**

**Track: 17A (FY)**  
**Time: 9:00 - 9:30 a.m.**  
**Room: House**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

### **Assessing First-Year Experience Course Completion on Students' Knowledge of Resources and Academic Achievement at a Community College**

The workshop describes the results of a quasi-experimental design study examining the impact of a First-Year Experience course on knowledge of resources, GPA, and retention at a community college in the Midwest. Participants will discuss the challenges and opportunities of offering and assessing the impact of FYE courses.

**Joshua S. Smith, IUPUI**

**Track: 17B (AC)**  
**Time: 9:00 - 9:30 a.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

### **Quality Enhancement Plan @ Sullivan University**

Sullivan University's \$1.15M Quality Enhancement Plan (QEP) focuses on faculty development as a means of measurably improving student learning as mandated by SACS/COC. This session presents a review of Sullivan University's first-year experience with implementing the QEP across its three campuses. The presentation includes Sullivan University's efforts in building faculty involvement and commitment, creation of a faculty grant program, train-the-trainer faculty training, development of Implementation Plans, and QEP assessment strategy using NSSE, FSSE, and CAAP.

**Kenneth A. Moran, Margie Gallo, Angela Girdley, and Jim Watkins, Sullivan University**

**Track: 17C (MJ)**  
**Time: 9:00 - 9:30 a.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

### **Assessment of Critical Thinking in Hampshire College's Capstone Projects**

Hampshire College requires a capstone project in each student's final year. To assess the critical thinking skills of 2006 graduates, 30 students were interviewed about their projects and a smaller sample of these projects was read by faculty members from other colleges. We will discuss our methods and present results.

**Carol Trosset and Steven Weisler, Hampshire College**

**Track: 18A (CE)**  
**Time: 9:45 – 10:15 a.m.**  
**Room: House**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Students Engaging the Campus: Organizing an Awareness Fair for Students Utilizing Community Groups**

This presentation focuses on using an awareness fair as an assignment for students. The assignment requires that students plan the event from start to finish. I will discuss what I have learned after implementing this assignment, including what works and what does not work. Rubrics for grading will be discussed.

**Michelle Emerson, Kennesaw State University**

**Track: 18B (CE)**  
**Time: 9:45 – 10:15 a.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**Course-Embedded Assessment in Service Learning**

Due to their fundamental mission, Community Colleges make the perfect home for Service Learning programs. This session will explore a successful course-embedded Service Learning model that includes the use of course-embedded assessment to ensure the quality of student learning and the service experience. A service learning protocol and several examples will be discussed.

**Greg Phillips, Blinn College**

**Track: 18C (MT)**  
**Time: 9:45 – 10:15 a.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Improving Your Educational Process Through a Comprehensive Survey System**

Is student/alumni satisfaction important to you? Then maybe you need to develop a comprehensive survey system to monitor how well your school prepares your students.

This survey system helps you figure out what are the key points in your curriculum and after graduation that need to be assessed. It provides for analyzing the data by determining trends and then feeding the information back into the process for improvement – a full PDCA cycle.

**Patricia R. Merkle and Lee C. Van Dusen, New York Chiropractic College**

**Track: 19A (GE)**  
**Time: 10:30 - 11:00 a.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Improving Teaching and Learning in the Classroom: Strategies to Enhance the Validity of Assessments**

For assessment to be effective, it must be based upon the instructional objectives or the learning outcomes of the lesson. A teacher cannot make any sense or inference out of assessment results if the assessment instrument lacked validity. The purpose of this paper is to examine the strategies that teachers may use to enhance the validity of assessments in the classroom.

**Kwabena Dei Ofori-Attah, Capital University**

**Track: 19B (MT)**  
**Time: 10:30 - 11:00 a.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Challenges and Opportunities: Assessment Methods Used in Online Courses**

This study examines assessment methods used in fully online courses of four online Master's programs offered by a Midwestern university. Course syllabi were analyzed to study what assessment methods the instructors used. Instructors were interviewed to investigate rationales behind these methods. Challenges and opportunities of assessing students online were discussed.

**Shijuan Liu, Indiana University**

**Track: 19C (SD)**  
**Time: 10:30 - 11:00 a.m.**  
**Room: Council**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**The Many Faces of Online Instruction: Assessing Student Outcomes and Attitudes**

This presentation will discuss current research in the area of online instruction. As there are multiple definitions and various methods for implementation of online learning, we will discuss assessment of students' use of online systems, attitudes toward online instruction and barriers to attainment of positive academic outcomes.

**Ellen A. Sigler and Dustin McLochin, Indiana University Kokomo**

**Track: 19D (MT)**  
**Time: 10:30 - 11:00 a.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**A Methodology for Continuous Improvement**

The BYU Division of Student Academic and Advisement Services created a comprehensive assessment plan for all undergraduate academic services. One of the main drivers for this assessment plan was the need to connect assessment to resource planning. The three main elements of this plan are continuous feedback from our students/clients, assessment of our mission statement, and outcomes assessment. This presentation will show the method used in this plan to collect feedback on a continuous basis, and will demonstrate measurement of how well we live the division mission statement.

**Wayne Childs and Marilyn Miner, Brigham Young University**

**Track: 19E (CE)**  
**Time: 10:30 - 11:00 a.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**The FOCUS Project -- Faculty Opportunities for Creating Civic and Community Understanding Among Students**

FOCUS is a faculty development program that was designed to emphasize the value of civic and community engagement at Illinois State University. Participants will be introduced to two new online modules that have been developed to facilitate faculty's understanding of this rising initiative in higher education.

**Amelia Noel-Elkins, Danielle Lindsey, Patrick O'Sullivan, and Mardell Wilson, Illinois State University**

**Track: 19F (SD)**  
**Time: 10:30 - 11:00 a.m.**  
**Room: House**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Advanced*

**Can You Justify Your Academic Support Services Through Assessment?**

Students use our academic support services, but we can't take credit for the A's they earn (nor take blame for the F's), because other factors influence those. If student grades cannot stand as an assessment of our services, what can? Let's discuss alternative ways to show evidence of our merit.

**Veronica Morrison, Thomas Jefferson University**

**Track: 20A (FD)**  
**Time: 11:15 – 11:45 a.m.**  
**Room: House**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Adjuncts in Assessment: More than Part Time**

If you are using more adjuncts to teach your classes, and your accrediting body mandates that you must have faculty driven assessment, how can adjuncts drive assessment? In this session we will share some strategies used by Indiana Wesleyan University to include adjuncts in the assessment process.

**Cynthia Tweedell and George Howell, Indiana Wesleyan University**

**Track: 20B (GE)**  
**Time: 11:15 – 11:45 a.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**How to Develop an Assessment Program and Triangulating Assessment Findings**

Are you new at assessment or just looking for new assessment ideas? Using a simple eight-step process, the presenter will guide participants through the process of designing an assessment program so that the data collection is triangulated. The process is simple and transferable to any type of program.

**Karla Kennedy-Hagan, Eastern Illinois University**

**Track: 20C (MT)**  
**Time: 11:15 – 11:45 a.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**An Alternative Method of Teaching and Assessing Quantitative Literacy Skills and Mathematics Across the Curriculum in a Liberal Arts Mathematics Course**

A Liberal Arts Mathematics Course is offered by many institutions and is designed to allow students to develop mathematical skills and understanding needed to be a well-informed citizen in society. This course can easily incorporate quantitative literacy skills, as well as materials related to mathematics across the curriculum. Unlike using the traditional exams, quizzes, and term papers as assessment tools, I have applied research assignments on mathematical concepts and mathematics across the curriculum, group problem-solving, presentations, students' feedback on each presentation, and a final exam-based assessment. The final exam consists of individual pencil-and-paper test, group problem-solving, presentations of group problem-solving work, and students' feedback on each presentation. In my presentation, I hope to share how I have incorporated Quantitative Literacy and Mathematics Across the Curriculum in teaching a Liberal Arts Mathematics Course and the results of the assessment methods applied in this course.

**Kyong-Hee Melody Lee, Colby-Sawyer College**

**Track: 20D (FY)**  
**Time: 11:15 – 11:45 a.m.**  
**Room: Council**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**Motivate Freshman Students in Business Department via Portfolios: A Practice from a Greek Public University**

This presentation reflects the results, usefulness and impact of introducing voluntary portfolio assessments and mid-term examinations to larger classes for the purposes of boosting overall student participation and for developing critical thinking skills. This successful pilot program was introduced in a Greek public university in the fall of 2005.

**Antigoni Papadimitriou, Aristotle University Thessaloniki, Greece**

**Track: 20E (MJ)**  
**Time: 11:15 – 11:45 p.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**Now Where Did I Put That? -- Organization of Assessment Documents**

Organization, retrieval, and formatting of assessment data from multiple sources and for various audiences can be a time-consuming challenge. This presentation reports on a method developed by the Mayo Clinic College of Medicine's Jacksonville Radiography Program to organize assessment data in order to simplify the assessment process and increase accuracy.

**Myke Kudlas, Mayo Clinic College of Medicine**

**Track: 20F (GE)**  
**Time: 11:15 – 11:45 a.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**Using a Portfolio Approach to Assess the General Education Program**

To assess a diverse general education program with limited resources, we chose to create an in-house assessment tool. Artifacts collected from each content area are aggregated into a portfolio to assess the effectiveness of the program as a whole. This presentation chronicles the process used to create the portfolio project.

**Krista Maxson and Ginny Hamilton, Shawnee State University**

**12:00 – 1:15 p.m. ~ Lunch on your own in Indianapolis**

**Track: 21A (MT)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: House**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Applying Astin's I-E-O Model to Understand the Results of a Freshman Common Final Exam**

A common final exam was adopted to assess the learning outcomes of a freshman introductory business course. Using the Astin I-E-O model of effective assessment, exam results were correlated with other student and course data. The analysis showed results relative to content, student groups, accessing the practice exam, class attendance and gender. Several other assessment initiatives have resulted, for example, an assessment of the experience of transfer versus traditional students, and an assessment of the impact of attendance on grades.

**Iris Berdrow, Bentley College**

**Track: 21B (GE)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**Using e-Journals to Document Transformative Learning**

With a pilot program in 06-07 on using e-portfolios for assessment purposes, the University of Saint Francis will be testing to see if we can document more complex learning across the curriculum. A scheduled rollout of our new General Education Initiatives in Fall of 2007 centers around the First Year Experience, the outcomes of which are rooted in USF's Mission and Franciscan Values. The session will be the discussing and creating of authentic artifacts for e-portfolios that document transformational learning.

**Louise Conley Jones, University of Saint Francis**

**Track: 21C (MJ)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Program Assessment—Nuts and Bolts of a College-Wide Committee**

What we assess defines what we value, and what we value is what we assess. This session will focus on the working of a college-wide committee in program assessment: composition, timeline, and forms/documents used in the program assessment process. Our overarching philosophy is, "To Make It Work, Keep It Simple."

**Jim Fulmer and Marian Douglas, University of Arkansas at Little Rock**

**Track: 22A (MJ)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: House**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Creating a Culture of Assessment with Affiliate Faculty**

Regis University's School for Professional Studies is in the second year of assessment of its undergraduate business program using affiliate faculty reviewers. This is a chance to hear what worked, what didn't, and how we have used results for faculty development.

**Jennifer E. Mauldin, Linda Lange, and Elisa Robyn, Regis University**

**Track: 22B (EP)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: Senate 2**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners and Advanced*

**Reflections on Building an Open Source E-Portfolio**

Building an Open Source Portfolio-based e-portfolio led to both a new tool for assessing student learning and a new perspective on assessment for a Department of Rhetoric and Writing. This presentation will demonstrate the resulting senior writing portfolio and explore the transformational effects the process had on the writing program itself.

**Linda Musun, Aaron Baker, George Jensen, University of Arkansas at Little Rock**

**Track: 22C (MT)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: Senate 3**

*Best Practices Presentation*  
*Tuesday, October 31, 2006*  
*Beginners*

**Simulated Groups and Families: Tips to Successfully Use in Practice Classes**

Based on six years' experience using this technology, instructor focuses on creating simulated groups and families, a topic rarely discussed in the literature. How to set up simulations, run a multi-session format, videotape and evaluate effectiveness, use to emphasize multi-level issues, and teaching tips are covered.

**James G. Daley, IUPUI**

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**Thomas A. Angelo**

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**Trudy W. Banta**

*Drew C. Appleby*

*Sharon J. Hamilton*

*Joshua S. Smith*

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**Kathleen Blake Yancey**

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**Peter T. Ewell**

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**George D. Kuh**

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**Jeffrey A. Seybert**

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