

# THE 2008 ASSESSMENT INSTITUTE IN INDIANAPOLIS

Presented by

The Office of  
Planning and Institutional Improvement

at

Indiana University-Purdue University  
Indianapolis

October 26 – October 28, 2008

The Westin Indianapolis  
50 South Capitol Avenue  
Indianapolis, Indiana

# THE 2008 ASSESSMENT INSTITUTE IN INDIANAPOLIS

Presented by

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

**October 26-28, 2008**

**The Westin Indianapolis  
Indianapolis, Indiana**

## SCHEDULE

### ***Sunday, October 26, 2008***

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

**Track: 01A (AM)**  
**Time: 9:00 a.m. - 3:30 p.m.**  
**Room: Chamber**

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*Beginners and Advanced*

#### **The Integrated Postsecondary Education Data System (IPEDS)**

Faculty and other assessment professionals are increasingly being asked to provide comparison data to benchmark institutional effectiveness measures. IPEDS (The Integrated Postsecondary Education Data System) is one source for such data. Participants will see how to run some basic reports examining data on completions, retention and graduation rates using the IPEDS Peer Analysis System, a valuable tool for developing comparison groups and benchmarks. The Executive Peer Tool, a powerful and easy to use tool, will also be demonstrated.

**Kimberly A. Thompson, Association for Institutional Research (AIR) and Regis University**

**Track: 01B (CE)**  
**Time: 9:00 a.m. - 3:30 p.m.**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*Beginners and Advanced*

#### **Never Enough Time to Work on Assessment!**

No onsite registration for this workshop. Each team will have an assessment mentor for the day plus access to assessment experts and materials focused on the following: program review, outcomes-based designs, institutional assessment, rubrics, indirect and direct assessment, analysis of student evidence, course and program-level assessment, and more depending on the interests and needs of the teams. Mini-workshops will be scheduled during the day for individual teams, or groups of teams, or individuals to address issues,

problems or interests that emerge from the work. Team intentions will determine the agenda for the day.

**Amy M. Driscoll, Carnegie Foundation for the Advancement of Teaching; Douglas J. Eder, Southern Illinois University Edwardsville; Swarup E. Wood, California State University Monterey Bay; and Joshua S. Smith, IUPUI**

**Track: 01C (FD)**

**Time: 9:00 a.m. - 3:30 p.m.**

**Room: Capitol 2**

*Concurrent Workshop*

*Sunday, October 26, 2008*

*Beginners and Advanced*

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

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

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

**Track: 01D (FY)**

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

**Room: Caucus**

*Concurrent Workshop*

*Sunday, October 26, 2008*

*Beginners and Advanced*

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

Assessment is an essential component of program development and refinement in University College, the entering student unit at IUPUI that serves over 8,000. Comprehensive assessment activities are often necessary to plan, implement, and continuously improve first-year programs. All major programs, including orientation, advising, and peer mentoring, are regularly scheduled for reviews, a two-year process with self-study and outside review components. We plan to present some major assessment strategies such as improving and proving effectiveness, using assessment results for planning and resource decisions, involving faculty, measuring student learning outcomes, using quantitative and qualitative approaches, and linking data to action. We will also discuss some major challenges we have faced with implementing assessment plans. This workshop has been designed to appeal to those who are just beginning assessment activities on their campuses and for those who are interested in improving existing assessment programs.

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

**Track: 01E (AM)**  
**Time: 9:00 - 11:30 a.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*Beginners and Advanced*

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

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

**Stephen P. Hundley, IUPUI**

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

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*Beginners and Advanced*

**Going for Gold**

Implementing educational innovations creates new needs to assess student learning. External funding enables faculty to experiment with new pedagogies and the assessment of learning gains. However, as competition increases for external funding, strong assessment plans can make the difference between successful proposals and the ones that are declined. Drawing upon the grant-selection experiences of a former program director at the National Science Foundation and a nationally recognized faculty development leader, this workshop provides a model for helping faculty in the arts, sciences, and professional schools develop strategies for creating effective assessment plans to enhance their proposal writing.

**Pratibha Varma-Nelson and Sharon J. Hamilton, IUPUI; and Myles Boylan, National Science Foundation**

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

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*Beginners and Advanced*

**Can We Have It All? ePortfolio as a Tool for Integrative Learning and Assessment @ LaGuardia**

Over the past five years, LaGuardia Community College has built one of the nation's most extensive ePortfolio initiatives, serving thousands of students every year and transforming teaching and learning across the campus. This workshop focuses on LaGuardia's integrative ePortfolio program: vision, classroom practice, faculty development, and assessment. It will address such questions as: What are effective instruments for studying the impact of ePortfolios on student learning? How can faculty use ePortfolios in their own classrooms? What does it mean to involve students in an inquiry into learning? How can ePortfolios be used for authentic assessment?

**Bret Eynon, LaGuardia Community College, CUNY**

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

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*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 be applied to diversity efforts within a campus unit or an overall campus diversity plan.

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

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

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*Beginners and Advanced*

**Assessing Administrative and Support Areas**

Accreditors want outcomes assessment throughout the institution, including administrative and support (A&S) areas. This workshop introduces basic assessment concepts in general terms and shows how they apply to A&S units. Exercises help participants ask "how does this apply to me?" and develop concrete ideas for their own assessment processes.

**Ephraim I. Schechter, HigherEdAssessment.com**

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

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*Advanced*

**Using Electronic Portfolios to Assess Student Learning in Undergraduate Research Experiences**

This session will report research about student learning resulting from a mentored research experience. Rubrics, usable across multiple disciplines, are included in an electronic research portfolio to examine student skills in three areas: 1) core communication and quantitative skills, 2) critical thinking, and 3) integration and application of knowledge.

**Kathryn J. Wilson, Anthony C. Stamatoplos, Jacqueline H. Singh, John Gosney, and Elizabeth J. Rubens, IUPUI; and Mary J. Crowe, The University of North Carolina at Greensboro**

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

*Concurrent Workshop*  
*Sunday, October 26, 2008*  
*Advanced*

**Electronic Institutional Portfolios for Accountability and Accreditation**

As government, accrediting associations, and other higher education stakeholders ramp up demands for institutional accountability, electronic institutional portfolios can play a role in demonstrating universities' accomplishments and commitments and encouraging institutional cultures of evidence. Over the past ten years, IUPUI and Portland State University have each developed web-based institutional portfolios focused on student learning, civic engagement, and institutional effectiveness. Combining evidence of student learning and community engagement with aggregated data, narrative analysis, and performance indicators, the portfolios have catalyzed improved campus planning and assessment and served as the foundation for well-received accreditation self-studies. In this session, two institutional portfolio veterans discuss the multiple purposes and audiences their portfolios serve, pros and cons of such portfolios, what it really takes to develop and maintain them, and the life-cycle of electronic institutional portfolios. Participants will have the opportunity to consider whether an electronic institutional portfolio would help to address their institutions' accountability needs.

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

---

## Monday, October 27, 2008

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

**Time: 9:00 – 10:00 a.m.**

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

*Plenary Session  
Monday, October 27, 2008  
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

### **Assessment: Meeting the Needs of a Changing Education Landscape**

The United States has entered a new century with new global and national pressures. The cornerstone of our growth has been a strong education system, but how do we know if we are preparing students to meet the challenges that lie ahead? We will start our discussion with a look at the changing education landscape and the need for effective assessment of student and institutional outcomes and move to a series of questions to help frame our discussion. Are we able to assess and evaluate our students effectively? Can we create coherence through assessment; do we have the ability to learn from our work and help advance education? Do we have the right tools in place to accomplish this, or should we be thinking differently?

### **Felice Nudelman**

Director of Education  
The New York Times

### **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 48 for details)**

---

**Track: 02A (EP)**  
**Time: 10:15 - 11:15 a.m.**  
**Room: Convention Center 211**

*Track Keynote*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**One Size Fits None: What's the Right ePortfolio for You?**

From the basic black Model-T Ford of a student-developed web site to Lamborghini luxury enterprise systems to Smart Car focused specialized programs, ePortfolios have come a long way. The market is full of choices, and more options for more purposes are being developed continuously. IUPUI Chancellor's Professor Emerita Sharon Hamilton draws upon her two-decade involvement with writing, institutional, faculty, and student portfolios to provide some basic questions to help sort through the bewildering bazaar of portfolio products.

**Sharon J. Hamilton, IUPUI**

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

*Track Keynote*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Advancing Assessment in Service Learning and Community Engagement:  
 Articulating Our Expectations of Student Learning**

This address will engage attendees in a review of current assessment practices for service learning and community engagement to determine those questions left unanswered by today's assessment practices. The address will urge attendees to make connections between that inquiry process and assessment that aligns with the intentions of their programs, courses, and activities of engagement.

**Amy M. Driscoll, Carnegie Foundation for the Advancement of Teaching**

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

*Track Keynote*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Wade in the Water: From Classroom Inquiry to Institutional Transformation**

How do we build faculty engagement around assessment? How can faculty development programs nurture a culture of evidence and support an authentic process of institutional learning? What are key steps for building such a linkage? Dr. Bret Eynon of LaGuardia Community College, CUNY spotlights models and strategies for integrating faculty growth and pedagogical change with new forms of outcomes assessment.

**Bret Eynon, LaGuardia Community College, CUNY**

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

*Track Keynote*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Assessing Integrative Learning: Insights from a National Project**

For two years, educators on 20 campuses participated in Washington Center's National Project on Assessing Learning in Learning Communities. Using the collaborative assessment protocol developed by Veronica Boix-Mansilla, faculty groups discussed student work in order to discern the nature and quality of students' integrative work. What they learned surprised them, and led to significant conversations about assignment design, as well as reasonable expectations for student work. We will share highlights of this collaborative research with you, and suggest implications for working with first-year students.

**Gillies Malnarich and Emily Decker Lardner, The Evergreen State College**

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

*Track Keynote*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Retaining and Graduating African American College Males: Assessment and Beyond**

The retention of African American male students in higher education is a significant concern on many college and university campuses. In this plenary presentation, the speaker acknowledges that the first step in facilitating Black male student success is to identify useful data on their characteristics and behaviors in the college environment; but also contends that this must then be followed by direct intervention and assistance. The presenter will then identify some of the conditions of African American college men and describe examples of best-practice programs to assist them based on his own research and that of other scholars studying this issue.

**Michael Cuyjet, University of Louisville**

---

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

---

**Track: 03A (AC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Convention Center 212**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Making Learning Outcomes Assessment Doable and Meaningful**

The presenters will discuss a three-step process and an electronic tool for documenting and tracking learning outcomes assessment. They will also share a rubric for assessing the process of learning outcomes assessment and some lessons learned along the way.

**Christian Reiner and Jason Fish, Purdue University West Lafayette**

**Track: 03B (FD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Convention Center 210**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**From a Culture of Resistance to a Culture of Assessment: Institutional Approaches to Developing Faculty Engagement in Assessment**

Here we explore methods to stimulate, reward, and embed assessment into faculty life. We will discuss some strategies at our institution (and ask participants to discuss issues and approaches at their schools), the feasibility of new approaches that enlist faculty engagement, and ways to assess faculty participation.

**Ronald E. Pitt and Karen Richardson, Bridgewater State College**

**Track: 03C (EP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Convention Center 211**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**From My Course to Our Curriculum: Integrating ePortfolio into the Major**

It's one thing to use an ePortfolio in one's own teaching; it's quite another to implement ePortfolios in ways that balance the goals of program assessment and accountability with those of helping students see their program of study as an integrated, purposeful progression toward understanding and mastery. Program-level implementation of an ePortfolio demands that faculty collaborate not only on teaching, but also on curriculum development and assessment. At IUPUI, our ePortfolio implementation works with program faculty to develop the strategies and skills needed to use ePortfolio effectively to support their learning and assessment objectives. In this panel, presenters will share their experiences and engage participants in a discussion of how best to support program administrators and faculty as they prepare for ePortfolio implementation.

**Susan Kahn, Lee Vander Kooi, Kathy Marrs, and Michele Roberts, IUPUI**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Building the Bridge between Planning and Assessment in Academic Student Services**

This session will focus on the elements of effective strategic planning. It will show how outcomes assessment connects to strategic planning to create a planning and assessment cycle. Making improvements in academic services requires bridging good planning with effective outcomes assessment. This session will also demonstrate an active listening system that allows continuous feedback. Listening to what students and faculty have to say about academic services is an effective metric in good outcomes assessment.

**Wayne Childs, Brigham Young University**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Lessons Learned From A Successful Multi-Level Assessment Process**

Structured assessment has existed in the School of Engineering for eight years. The process is based on mission, goals, and objectives with feedback from students, alumni, and constituents. Discussed are lessons learned by engineering faculty and experiences of mathematics faculty, as a similar process is integrated into the mathematics curriculum.

**Paul R. Duesing, Sherilyn Duesing, Kimberly Muller, Wael Mokhtar, and Taskin Padir, Lake Superior State University**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Moving from Assessment Data to Useable Information**

The best assessment moves people to action; yet often assessment fails to live up to its potential because the data are never transformed into useable information. This session will use concrete examples to discuss the vital steps necessary to turn assessment data into information that will inspire people to act.

**Sherry A. Woosely, Ball State University; Becki Elkins, Cornell College; and Darlena Jones, Educational Benchmarking, Inc.**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Postsecondary Institutions' Practices Surrounding Student Persistence: What We Do, What Makes a Difference**

We report results from a funded pilot study exploring the linkages between campus policy and student persistence. Looking across institutions with diverse missions, student demographics, and geographic locations, the session aims to illuminate the role of first-year experience programs and other relevant initiatives in students' persistence in college.

**Mary B. Ziskin, Jacob P.K. Gross, and Don Hossler, Indiana University Bloomington**

**Track: 03H / 4H (CC)**  
**Time: 12:45 - 2:00 p.m. (Continued Double Session)**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

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

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

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

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**General Education and “An Assessment State of Mind”**

Five years ago, general education assessment at our institution was identified as in need of serious reform. Today we have a new general education program, deeply informed by assessment findings and planning, under implementation. This session examines means of moving toward genuinely useful loop-closing for a general education program.

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

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Advanced*

**Setting Benchmarks and Standards: How Good is Good Enough?**

How can you decide if your assessment results are “good enough”? Must you use a value-added approach and/or “comparable” measures? Come explore what your grading practices say about your values, learn about nine different kinds of benchmarks and standards, and begin reflecting on which might be appropriate—and feasible.

**Linda Suskie, Middle States Commission on Higher Education**

**Track: 04A (AC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Convention Center 212**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Advanced*

**Assessment: Building the Enterprise Infrastructure**

Increasingly, colleges and universities are seeking readily available access to evidence of student learning vis-à-vis institutional and program goals. This presentation summarizes CSU, Chico’s progress in leveraging assessment software and data warehousing functionality to integrate student data, provide rich analysis and reporting possibilities, and document the effectiveness of improvement initiatives.

**Gail Corbitt, Jennifer Collins, Lorraine Gardiner, Deborah Kuechel, and Arno Rethans, California State University, Chico**

**Track: 04B (FD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Convention Center 210**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners*

**Report from the Front Line: Mobilizing Liberal Arts and Sciences Faculty to Take on Learning Outcomes Assessment**

This hands-on workshop applies “best practices” in clarifying and evaluating student learning outcomes in the liberal arts and sciences. We will describe our faculty development initiative, and invite participants to develop course and program learning outcomes as well as discuss how to adapt the assessment loop to improve student learning.

**Linda L. Anstendig and Adelia Williams, Pace University**

**Track: 04C (EP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Convention Center 211**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Using Course Portfolios to Assess General Education**

This session explores how one campus assesses general education requirements using electronic course portfolios. Faculty working groups independently review course material, student work, and survey responses to determine whether if intended learning expectations are being met through course experiences. Results ultimately are used to inform decisions about the allocation of resources.

**Susan L. Bosworth, David P. Aday, Elizabeth Deer, and Benjamin Djeukeng, College of Williams and Mary**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners*

**Assessment Results Lead to Curriculum Change**

This session presents the power of assessment for curricula change. The modeling of rubrics, reports, methodology, and curricular relationships may help other institutions working to establish an assessment program and use assessment results. Participants' observations and decisions about real assessment results will be compared to actual curricular changes.

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

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**A Mixed-Method, Longitudinal Approach to Assessing Civic Learning Outcomes**

Recently, there has been an increased push for colleges and universities to prepare students for lives of active citizenship. This workshop will highlight the methodology and instrumentation of a time-series study implemented at Tufts University to measure civic and political engagement at the undergraduate level.

**Rachael Jin Bee Tan, Schroeder Measurement Technologies; Dawn Geronimo Terkla and Nancy Wilson, Tufts University**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Choosing Benchmark Institutions for Institutional Assessment**

This interactive workshop will demonstrate tools to consider in choosing institutional benchmarks. These include Carnegie Classifications, IPEDS data and reports, admissions cross applications, NACUBO endowment information, program similarity and *US News* data. Tools can be used to produce national, aspirant or competitor sets of benchmarks for institutional assessment.

**Barbara S. Pennipede and Maryanne Hricay, Pace University**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Institution-Wide Assessment of the First-Year Experience at a Research University**

Ohio University has evaluated its first-year experience through ongoing assessments, AQIP and Foundations of Excellence participation. This workshop will describe how institutional researchers, using survey data, can identify problems in the first-year experience, engage academic departments in discussions of the issues, and influence policy at a large public research university.

**Michael Williford and Joni Wadley, Ohio University**

**Track: 04H / 3H (CC)**  
**Time: 2:15 - 3:30 p.m. (Continued Double Session)**  
**Room: Capitol 3**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

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

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

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

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Assessing Writing and Critical Thinking Throughout the Curriculum**

Writing skills and the interconnected thinking skills can be assessed with the Cognitive Level and Quality of Writing Assessment (CLAQWA) rubric and online system, which have been recently revised to include critical thinking components. Attendees will learn how several institutions are using various forms of the rubric and system and how to adapt them to their own needs.

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

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Assessment on the Road: Benchmarking Student Services Through Site Visits**

With increased calls for accountability, student affairs divisions have begun benchmarking their services with other institutions' offerings. We will discuss planning site visits and using data generated for assessment purposes. Based on the presenters' 11 site visits to peer institutions, this session will enable attendees to plan projects of their own.

**Andrew C. Sonn and Brian F. Hamluk, The George Washington University**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Assessing Outcomes: Creating an Environment for Student Success**

In spite of calls for greater accountability within the higher education community, many professionals remain uncomfortable with outcomes assessment, while others are skeptical, admit to ignorance, or are simply overwhelmed. Offering practical advice and workable solutions, presenters will share their assessment framework, tools and proven strategies. They will examine the impact of outcomes assessment on all campus services and explore its role in creating an environment for overall student success.

**Albert E. Foderaro, County College of Morris**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

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

Nearly everyone 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 session 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, La Trobe University, Australia**

**Track: 05A (AC)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Convention Center 212**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Accreditation: An Opportunity for Organizational Transformation and Building a Culture of Assessment**

This presentation examines benefits of accreditation. Presenters will show how a school of education was transformed into a learning organization. Through survey data on participants' ratings of change and perceptions of their experience through focus groups, presenters will demonstrate how changes occurred resulting in improved program effectiveness and institutional capacity.

**Gail P. Houghton and Joanne Gilbreath, Azusa Pacific University**

**Track: 05B (FD)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Convention Center 210**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**To Disenthrall Ourselves: Lessons and Strategies for Building a Faculty Culture of Assessment at a Traditional, Large, Urban University**

Faced with the task of saving the Union, President Lincoln famously said: "As our case is new, so we must think anew, and act anew. We must disenthrall ourselves, and then we shall save our country." Building a sustainable culture of evidence at a college or university can mean that the faculty has to be helped to "think anew" about not only the mission of the university, but also about the academy as a profession. This presentation offers some lessons, strategies and practices for helping to change faculty culture in a traditional research oriented institution.

**Michael J. Anderson, Brooklyn College, The City University of New York**

**Track: 05C (EP)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Convention Center 211**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**The Best of Both Worlds: E-folio Use that Benefits Students and Programs**

Student e-folios are a great way for academic departments and programs to assess both individual and mass student achievements. But student buy-in can be difficult without practical application. Learn how senior students at one school use e-folios to aid their job search while helping their program assess its learning objectives.

**Dean Andrew Beckman, Saint Mary's University of Minnesota**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners*

**Assessing Student Learning in the Humanities: Designing, Implementing and Using Results for Program Improvement**

Many majors have national disciplinary standards for student learning outcomes; many humanities majors do not. This session focuses on three majors: history, communication and English. Objectives include clarification of problems with solutions to assessing humanities programs, making practical suggestions for designing assessment plans, using data for program improvement, and finding ways to meaningfully quantify qualitative data.

**Susan Rouse, Thierry Leger, and Michael Tierce, Kennesaw State University**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Evaluation of the Reciprocal Nature of Mentoring**

Research indicates the reciprocal nature of the mentoring process and indicates growth and development of the mentor, as well as the mentee, through greater reflection and self-evaluation. We believe these activities are transferable and can be analyzed across many graduate programs. The workshop will discuss activities, assessment and program evaluations.

**Ellen A. Sigler and Julie Saam, Indiana University-Kokomo**

**Track: 05F (AM)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Capitol 1**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Focus Groups: A Strategic Tool for Discovery and Assessment**

A well-planned and well-moderated focus group may lead to rich insights and discoveries that can be extremely useful for assessment purposes. This presentation will outline the benefits of focus groups and identify when they are and are not appropriate. The four steps in conducting effective focus groups will be presented, and the audience will have an opportunity to be involved in a mock focus group.

**Mary M. Harrington, University of Mississippi**

**Track: 05G (FY)**  
**Time: 3:45 - 5:00 p.m.**  
**Room: Capitol 2**

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Enhancing First-Year Student Success: A Comprehensive On-line Assessment Project**

In this interactive session, learn how two Indiana higher education institutions utilize the Making Achievement Possible online assessment system (MAP-Works) to enhance first-year student success. MAP-Works provides customized feedback to help students establish realistic expectations and connect with campus resources. It also provides interactive, user-friendly data to faculty or staff, thereby enabling proactive interventions with individual students.

**Donald R. Whitaker and Sherry Woosley, Ball State University; and Thomas Bear, University of Evansville**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Advanced*

**Crossing Program Review and General Education Assessment: Is it Really Possible?**

Our general education requirements include competence at the foundations level in the areas of mathematics, communication, critical thinking, and computer literacy, and then continuing development in the major. We will share our assessment at the Foundations level and then at the Program Review Level, using an example from Biology.

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

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Assessing Performance-Based Learning to Improve Teaching and Learning**

This session presents highlights of performance-based learning experiences at Pittsburgh Technical Institute (PTI). At PTI, students are challenged to demonstrate their competence through activities such as: portfolios, inventions, interdisciplinary projects, and internships. Participants will learn to build a performance-based learning experience and develop an assessment strategy to measure student achievement.

**Roxianne D. Snodgrass, Pittsburgh Technical Institute**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Don't Wait For Students To Ask: Assessing Student Engagement and Institutional Effectiveness**

St. Louis Community College has used CCSSE and other means to assess student engagement and to enhance institutional effectiveness. In this session, participants will learn what assessment of student engagement has shown about retention of students and transfer success. Specifically, we will examine what CCSSE and student focus groups revealed about the impact of advisor advice, early selection of majors, career planning, student perception of college support, and first-term experience.

**Larry McDoniel, John Cosgrove, and Donna Dare, St. Louis Community College**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Assessing Student Learning in the Co-Curricular**

Do students learn through their co-curricular activities? How do organization advisors assist with that learning? One recent research project explored those questions. This session will share the results of the research along with tools developed by Texas A&M University staff to document students' skill development within their co-curricular activities.

**Peggy C. Holzweiss and Sandi Osters, Texas A&M University**

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

*Concurrent Workshop*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Giving Feedback as if Learning Matters Most: How Less Can Often Be More**

All teachers realize that getting feedback from and giving feedback to students is critical to their learning and success. But most also know from experience how time-consuming, difficult, and frustrating the feedback process can be – particularly when students fail to make use of (or even read) our comments. This interactive session presents sometimes counter-intuitive international research findings on effective feedback, along with simple, practical, time-saving strategies and guidelines for improving the odds that our feedback is read/heard, understood, valued and used to improve learning.

**Thomas A. Angelo, La Trobe University, Australia**

---

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

---



---

**5:30 – 6:30 p.m. ~ HIGH TEA ~ Grand Ballroom 4**

---

## Tuesday, October 28, 2008

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

---

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

*Plenary Session*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

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

### **Sharing Perspectives on Assessment**

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

---

**10:15 a.m. – 3:30 p.m. ~ Best Practices Presentations (See page 48 for details)**

---

**Track: 06A (AC)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Convention Center 212**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners*

### **Quality Enhancement Plan: Faculty Quagmire or Enlightenment Process**

The presenters will simulate the process that Hampton University went through to develop the Quality Enhancement Plan, including surveying stakeholders, promoting the concept to various audiences, selecting of assessments and planning for implementation. Participants should leave the session with a resource manual of consultants and models for accreditation novices.

**Anne L. Pierce, Hampton University**

**Track: 06B (FD)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Convention Center 210**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners*

### **Moving Toward a Campus-Wide Culture of Teaching, Learning and Assessment: A Multi-Dimensional Task**

The Institutional Assessment Council (IAC) at Portland State will share the strategies and insights as it initiates campus-wide learning goals. Appointed in 2007, the faculty-led IAC has been charged to develop, promote and review the implementation of these goals and will share how the Council has conceptualized this multi-dimensional task.

**Dannelle Stevens, Bill Fischer, Paul Latiolais, Craig Wollner, Cheryl Ramette, and Gerry Rechtenwald, Portland State University**

**Track: 06C (EP)**  
**Time: 10:15 - 11:30 a.m.**  
**Room: Convention Center 211**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**E-portfolios and Nationally Standardized Tests: Validation or Depreciation?**

The University of Cincinnati seeks to test the validity of learning portfolios, especially in an electronic format, alongside the Collegiate Learning Assessment (CLA). This session explores the design of this pilot with a focus on student motivation, student learning outcomes, and faculty participation relative to two quite different assessment mechanisms.  
**Wayne Edward Hall, University of Cincinnati**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Advanced*

**The Voluntary System of Accountability: An Opportunity for Student Affairs**

The Voluntary System of Accountability (VSA) is gaining support from institutions and lawmakers alike. This interactive session will focus on how student affairs or those interested in working with student affairs can influence the core components of the VSA, as well as contribute to the College Portrait via institution-specific assessments.  
**Andrew Beckett, Miami University; and Robert W. Aaron, IUPUI**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Developing Leaders: Assessments Keep Learners Focused on Outcomes**

Effective assessments are grounded in solid outcomes. Experience and explore assessment tools used throughout our leadership program to keep students focused on the outcomes: to acquire the habits of mind necessary to take control of their own lives, promote ethical leadership, and change the world for the common good.  
**Barbara Licklinder and Janice Wiersema, Iowa State University**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

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

In this session we will briefly review the conceptual and empirical foundations of student engagement and the ways institutions are using NSSE results to guide improvement efforts. Examples from several four-year institutions will be offered to illustrate how colleges and universities have used NSSE to assess undergraduate education, first-year experiences, general education outcomes, student persistence, and the interventions implemented to increase student involvement in educationally purposeful activities. Pace University used its NSSE results to examine five-year trends and to identify the engagement activities that correlated most strongly with student satisfaction.

**Jillian Kinzie and Alexander McCormick, Indiana University; and Barbara Pennipede, Pace University**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Identifying At-Risk Students... What Next?**

IU-RETAIN is a web-based early warning system developed at Indiana University South Bend. The system is designed to identify at-risk students and present the information to academic advisors.

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

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**If You Assess It, It Will Change: How Student Outcomes Assessment is Used to Make Improvements in an Integrated General Education Program**

Involving the campus community in design, implementation and assessment of general education yields successful collaborations between technical and liberal education and evolutionary approaches to meeting outcomes. This workshop explores how campuses can adapt lessons learned and assessment methodology to provide opportunities for faculty-owned change in support of student success.

**Gail Gibson Sheffield, Virginia McAleese, and Phillip Taylor, III, Paul Smith's College**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Advanced*

**Assessment in Four Community Colleges: From Implementation to Impact**

Four institutions were determined to have exemplary engagement in assessment. Each was found to provide resources, support, and leadership for its programs. Assessment was a powerful tool in many disciplines but seemed to lose impact in general education. Discuss the results of this study and potential influence on assessment policy.

**Tara Eisenhauer Ebersole, The Community College of Baltimore County**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Course Evaluations in Assessment: Is There Life Beyond RateMyProfessor.com?**

Most of us are continually trying to find ways to engage faculty colleagues in assessment. Course evaluations may provide an indirect method for assessing student learning. In this session, we will explore faculty and student perceptions of course evaluations and consider how these instruments may be adapted to assess learning.

**Trudy W. Banta, Drew C. Appleby, and Joshua S. Smith, IUPUI**

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

---

**Track: 07A (AC)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Convention Center 212**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Developing Standards-Based Rubrics and Data Reporting Guides**

For program-level assessment and accreditation purposes, course-embedded assignment rubrics can be aligned to discipline standards, allowing reports to be generated to document student performance. This workshop will outline the process for developing standards-based rubrics and data reporting and monitoring guides, and provide examples of rubrics and data reports from education degree programs.

**Cynthia A. Conn, Northern Arizona University**

**Track: 07B (FD)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Convention Center 210**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Involving Faculty in Transformative Assessment: Ensuring Alignment Between Course Level SLOs and Program Level Assessment Practices**

This interactive session will address the difficult issues of aligning course level student learning outcomes with program assessment activities. Faculty know how to teach and assess student work. But these activities often are not included with departmental/program-level assessment plans and so the necessary involvement of faculty is limited.

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

**Track: 07C (EP)**  
**Time: 12:45 - 2:00 p.m.**  
**Room: Convention Center 211**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Diversifying Your (E)Portfolio: Making it Do More**

As technology progresses e-portfolios become more diverse and useful. Texas A&M's AggieE-portfolio is growing in usage and application; we're using it as a career tool, for accreditation, and to track competencies for student organizations. New ideas include using the ePortfolio for data on recruitment, retention, and general education.

**Marti Marberry and Amber Malinovsky, Texas A&M University**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Diversity as a Learning Goal: Developing Students' Knowledge, Skills and Attitudes**

Participants will learn about an institutional portfolio assessment method used to evaluate and improve students' achievement of a learning goal related to diversity. Presenters will demonstrate activities used to clarify expectations for student learning about diversity and develop opportunities for students to obtain and demonstrate the desired knowledge, skills and attitudes.

**Pamela J. Bowers, Oklahoma State University**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners*

**Faculty Power, Without the Hours: Sparing Faculty the Mechanics of Assessment**

Administrators typically cajole faculty with teaching downloads and hire support staff, but still remain short-handed. UNI-CBA turned instead to a specialist, while keeping the entire process faculty-driven. The College was able to access best practices, and faculty focused on what they do best: begin and close the loop, leaving the laborious process of scoring artifacts to the specialist.

**Leslie K. Duclos Wilson, University of Northern Iowa, College of Business Administration; and Chandru Rajam, Edumetry, Inc.**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Advanced*

**360 Degree Assessment Aimed at Strengthening NSU's Brand**

Nova Southeastern University (NSU) has partnered with The Gallup Poll (Gallup) to assess the internal and external perceptions of its brand image. These results led to action plans designed to improve NSU's organizational effectiveness and crucial to the success of NSU's QEP. NSU also partnered with *The Chronicle of Higher Education* through an integrated branding campaign to build greater awareness throughout academe.

**Gerald Hadd, The Gallup Poll; Barbara Paker-Muti, Nova Southeastern University; and Bruce Wilson, The Chronicle of Higher Education**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Formative Assessments Transform a Group of Students into a Community of Learners**

Formative assessments provided the means for students to not only take control of their own growth and development, but also allowed them to develop leadership skills while promoting the learning of colleagues. This session will allow participants to explore assessments that helped transform students into responsible learners, leaders, and citizens.

**Janice Wiersema and Barbara Licklider, Iowa State University**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Faculty Engagement and a Successful General Education Program**

This session will discuss faculty engagement and strategies used to install a successful general education assessment program. It will highlight the work of the General Education Assessment Committee that culminated in the adoption of eight core outcomes, production of an institutional general education assessment plan, and the resultant Institutional portfolio.

**Uche O. Ohia and Valencia Matthews, Florida Agricultural and Mechanical University**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Advanced*

**Another Model: A Systematic Focus on Student Achievement**

A fundamental model, systematically focusing institutions on student learning outcomes and rubrics, addresses individual student improvement, individual student accountability, organizational improvement, and organizational accountability. Appropriate persons can know, in real time, where any student or any set of students stands relative to any faculty-defined set of expected student learning outcomes.

**David A. Shupe, eLumen Collaborative; and Brian Donahue-Lynch, Quinebaug Valley Community College**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Advanced*

**Creating a Knowledge Management Framework for Assessment in Higher Education**

Knowledge management involves the collection and synthesis of explicit and tacit knowledge for reuse, awareness, and learning throughout an organization. This workshop describes a knowledge management structure for developing a fully integrated—student, course, and program—assessment system that supports student learning and continuous improvement.

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

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Using Classroom Assignments to Assess Critical Thinking Skills**

This workshop will demonstrate use of a rubric to assess critical thinking skills in classroom assignments. Grounded in the reflective judgment model of cognitive development (King & Kitchener) and dynamic skill theory (Fischer & Bidell), the rubric automatically closes the assessment loop by identifying “next steps” in student skill development.

**Susan K. Wolcott, WolcottLynch Associates & Instituto de Empresa**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*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: 08A (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Convention Center 212**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Forestalling Arrested Development--One University's Experience Evaluating the Assessment Process**

Successful assessment engagement ascertains learning outcomes, utilizes appropriate measurements, establishes and evaluates criteria for success, and initiates compelling changes to truly enhance student learning. Yet how do you know the assessment process is working as planned? This presentation will share tips and traps in assessing your assessment policies and procedures.

**Louann Hofheins Cummings and Dorothy Copas, The University of Findlay**

**Track: 08B (FD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Convention Center 210**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Engaging Faculty as a Strategic Choice: Creating an Institutional Culture of Inquiry and Improvement**

Assessment of student learning is often equated with the simple collection of student learning information in the forms of rubrics, standardized tests, and survey data. But what strategies and techniques can we use to create a culture of inquiry so that faculty are empowered to improve curriculum, enhance teaching, and advance student learning when institutions differ so much in how they are organized? In this session, faculty and research/planning leaders from the California Community Colleges and an assistant provost in charge of assessment from Binghamton University (SUNY), a research university, present models for implementing assessment initiatives and developing assessment leadership within the different structures of their institutions. Workshop participants will explore how they can implement their own successful assessment programs by strategically engaging faculty from within their particular governance structure.

**Sean A. McKittrick, Binghamton University (SUNY); Linda Umbdenstock, Research and Planning Group of the California Community Colleges; Janet Fulks, Bakersfield College; and Marcy Alanraig, Cabrillo College**

**Track: 08C (EP)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Convention Center 211**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Advanced*

**Customizing the Open Source Portfolio in Sakai for Assessment**

A variety of case studies of institutions using the Open Source Portfolio tools in Sakai will illustrate and apply ePortfolio assessment strategies to participant contexts. The case studies offer customized ePortfolios to assess classroom learning, conduct program evaluation, and systematically aggregate and analyze learning data for institutional assessment.

**Janice A. Smith, Sakai Project**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**21st Century Teaching and Learning Through ePortfolio: Potentials and Challenges in Teacher Education**

Drawing upon the experience of institutionalizing *ProcessFolio* in a teacher education unit, the author outlines the processes of design, implementation and institutionalization; strategic changes in program, curriculum and assessment; and uses of data and technology to leverage change and increase efficiencies in policymaking, teaching practice, and organizational operations. Through discussions of coherent program-wide and career-wide ePortfolio systems, the author invites teachers and learners to re-examine the potentials of ePortfolio in realizing collective goals of quality enhancement; and to re-envision ePortfolio as a framework for reciprocal transformation of the teaching profession and professionals in the 21st Century.

**Yi Huang, University of Maryland Baltimore County**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Using Technology as an Assessment Tool**

In response to unique challenges faced by medical schools, Georgetown University has turned to technology to help manage its assessment plan. This session will focus on assessment strategies that use an online survey tool to monitor student learning, establish individual accountability in group work, and lay the groundwork for future accreditation visits.

**Peggy A. Weissinger, Yumi S. Jarris, and Carlos Suarez Quian, Georgetown University School of Medicine**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Closing the Assessment Loop: An Exploration of How Process Design Can Maximize the Enhancement of Academic Outcomes**

This workshop uses actual assessment data to explore closing the assessment loop in a manner that enhances current and future student performance. Through exercises, participants will experience the assessment design process as well as how to avoid factors that make the results ambiguous. We will then explore using course-based assessment data to improve performance at the course and program level.

**Thomas J. Kopp and John C. O'Niell, Siena College**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Strategic Enrollment Management for Student Success: Using Evidence-Based Designs to Construct Collegiate Experiences that Enhance Retention and Graduation Rates**

How can institutions effectively target resources to aid student success? Sample data analysis projects will be shared to illustrate the role and use of assessment as the University of Cincinnati works to define expected outcomes, make recommendations, and monitor accomplishments related to coordinating strategies that enhance retention and graduation rates.

**Pamela F. Person and J. Ned Donnelly, University of Cincinnati**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**A Meta-Evaluation of Institutional Outcomes Assessment**

The periodic evaluation of student outcomes assessment policy, procedure, and practice allows campus assessment stakeholders to reflect upon the purposes, structures, and activities of institutional assessment and strategically plan, design, and implement improvements. This case study examines how the author conducted a meta-evaluation of student outcomes assessment.

**Philip I. Kramer, College of Saint Benedict and Saint John's University**

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Advanced*

**Using Assessment of Moral Reasoning to Improve Student Learning**

Based on three years of research, this session will present findings on the impact that a variety of teaching strategies, course content and educational settings have on student learning in the area of moral reasoning. The presenters will also discuss changes that improved student learning in this area based on those findings.

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

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

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**How CATs Enhanced Assessment at SWIC**

Presenters will describe how the Classroom Assessment Techniques (CATs) Workshops conducted during Fall 2007 and Spring 2008 have influenced the outcomes assessment process at Southwestern Illinois College by increasing the involvement of adjunct faculty. Learn what it takes to put on a CATs Workshop.

**Joyce M. Ray, Melissa Rossi, and Jane Miller, Southwestern Illinois College**

**Track: 08K (SD)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 1**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Measuring “Immeasurable” Student Outcomes**

Drawing on research in cognitive, personality and developmental psychology, this workshop will help participants to understand how to approach measurement of those cognitive and noncognitive outcomes (e.g., critical thinking, intellectual development, problem-solving, goal orientation, diversity awareness, ethical development, leadership) that at first seem to be “immeasurable.”

**Pamela Steinke, Meredith College**

**Track: 08L (AC)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 4**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Accreditation as a Rhetorical Act: Building Ethos, Achieving Success**

This presentation will examine the rhetorical dimensions of accreditation processes with particular attention given to building and sustaining institutional ethos. The speaker’s recent work as a “double dean,” an Associate Provost, a HLC self-study co-chair, and a Professor of English will provide for a broad-based analysis with audience participation.

**Eric V. Martin, Governors State University**

**Track: 08M (AM)**  
**Time: 2:15 - 3:30 p.m.**  
**Room: Grand 5**

*Concurrent Workshop*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

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

What’s been called the “assessment movement” has been going for more than twenty years now. 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)**

## 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 27, 2008 ~ Best Practices Presentations**

**Track: 09A (CC)**

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

**Room: Cabinet**

*Best Practices Presentation*

*Monday, October 27, 2008*

*Advanced*

#### **Developing and Implementing an Assessment of the Humanities General Education**

##### **Objective**

Our presentation will provide an overview of how Harold Washington College developed and implemented a faculty-driven assessment tool that combined both direct and indirect measures of our humanities general education objective.

**Marcus T. Heldt, Amanda Loos, and Tim Donahue, Harold Washington College**

**Track: 09B (AC)**

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

**Room: Caucus**

*Best Practices Presentation*

*Monday, October 27, 2008*

*Beginners and Advanced*

#### **Regional Accreditation and Student Learning: An Effective Synergy**

Regional accreditation can leave a large footprint on an institution. WASC is committed to focusing its impact on those aspects of institutional practice and culture that define, assess, and improve student learning and success. Key strategies and forms, useful to most institutions, will be evaluated.

**Richard A. Winn, Western Association of Schools and Colleges**

**Track: 09C (CE)**

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

**Room: Chamber**

*Best Practices Presentation*

*Monday, October 27, 2008*

*Beginners and Advanced*

#### **It's a Beautiful Day in the Neighborhood: Written Reflections on Community Service**

Community and Civic Responsibility is one of the General Education Goals for Columbus State Community College. A community service requirement in a freshman seminar course and in an advanced writing class addresses this core competency.

**Barb Thompson, Columbus State Community College**

**Track: 10A (GE)**

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

**Room: Cabinet**

*Best Practices Presentation*

*Monday, October 27, 2008*

*Beginners*

#### **Assessment at Off-Campus Sites: Why is it Important? How Can it be Done?**

How important is assessment when students are at an off-campus site, such as an internship or practicum? Attend this session to learn why assessment is important and how to assess student progress and knowledge in these situations. The content from this session is applicable to any type of program.

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

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Advanced*

**Implementing Learning Outcomes in Inquiry/Research-Based Education of Undergraduates—A “Strong College” Model at a Research University**

To increase the opportunities for students not only to acquire knowledge, but also to work with research faculty in the discovery of knowledge, colleges must establish student learning outcomes related to inquiry/research-based education. This session reveals implementation strategies to support colleges’ work in promoting inquiry/research-based education.

**Loraine H. Phillips and Rhonda L. Gray, Texas A&M University**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Continuous Improvement Tools 101: A User-Friendly Template for Assessment Reporting**

Make life easier on your faculty! One of the best ways to garner faculty buy-in is to simplify and streamline the assessment process. Come and learn how a simple and flexible reporting template has been used to lead faculty and staff through the process of assessment. Filling out the sections is simple, and it results in the documentation of methods, results, and data-based decisions. Participants will learn how to introduce the template on their campus, and they will leave with copies of the template and samples of completed reports.

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

---

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

---

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Preparing Your Campus for a New Method of Assessing General Education**

Developing a comprehensive, yet manageable, system for assessing general education remains a challenge for many institutions. This session will highlight the steps involved in implementing an institutional artifact portfolio system where the unit of analysis is the institution and not individual faculty, classes and/or students.

**Mardell A. Wilson and Matthew B. Fuller, Illinois State University**

**Track: 11B (AC)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Sharing the Assessment Burden: It's Not Just the Job of the Assessment Office**

Although assessment personnel know that the burden of assessing such a massive venture cannot be borne by Institutional Effectiveness offices alone, creating buy-in in other sectors of the university can prove difficult. This presentation describes the various means by which Liberty University assessed its Quality Enhancement Plan, and it offers concrete examples of how sharing assessment activities can build enthusiasm for and participation in the process of assessment.

**Barbara A. Booth and Emily W. Heady, Liberty University**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Advanced*

**Click Here for First-Year Experience Assessment**

Using Turning Point (clickers), the presenters will facilitate a teaching/learning experience that highlights: 1) efforts to develop a general studies curriculum with an emphasis on First-Year Experience; 2) a plan for ensuring that the curriculum review process is data driven; 3) methodologies for addressing pervasive challenges to assessment needs; and 4) our First-Year General Studies assessment plan, findings, and use of data for curricular review, faculty development, and continuous improvement of courses.

**Leslie A. Rach, Judith Termini, Kathryn Baldrige, and Terry Coye, Gallaudet University**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Finding Common Ground: Assessing General Education in the Education Curriculum**

General education and education school faculty need to develop assessment tools for multiple purposes, such as state certification and course/program improvement. Under pressure from state requirements for education training, we changed assessment processes in humanities programs at SNHU. See what happens when state education standards and humanistic teaching cultures collide.

**Helen M. Packey and Nicholas Hunt-Bull, Southern New Hampshire University**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**The Development of Formative and Summative Assessments for Information Literacy in a Major Program**

The session will include presentation and discussion related to the experiences of a major program in developing learning outcomes, teaching/learning strategies and formative assessment practices embedded in major courses for information literacy. A college-wide senior-level summative assessment process that provides feedback on student performance within specific major programs will also be presented and discussed.

**Robert Paoletti, King's College**

**Track: 12C (FY)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**The Evolution of an Assessment Process: Connecting Existing Assessment Methods to Enrich the Portland State University First-Year Student Experience**

In this session, presenters from Portland State University's University Studies program will describe how findings from freshmen surveys were used to inform new assessment practices using existing data sources and to support the development of interventions designed to enhance student success.

**Rowanna Carpenter and Sukhwant Jhaj, Portland State University**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**"Ask the Audience": Using Personal Responders to Assess Student Perceptions of the Curriculum**

The goal was to use a personal response system to gather specific assessment data from graduating students on how the curriculum prepared them for clinical rotations. Anonymous feedback from students using this methodology improved the curriculum by adding curricular content that had been erroneously omitted.

**Shauna M. Buring, University of Cincinnati College of Pharmacy**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners*

**Standardized Test and Home-Grown Tests: Substitutes or Complements?**

Assessments experts in many fields debate the comparative merits and demerits of standardized tests (e.g., ETS Major Field Test) and home-grown core concept tests. While standardized tests offer ease of use and better external validity, home-grown tests are more flexible and more in tune with the program's curriculum. Thus, the best results are achieved if these two methods are used as complements. We demonstrate how IUN's School of Business and Economics has incorporated both testing methods in a cost-effective manner.

**Subir Bandyopadhyay and Anna Rominger, Indiana University Northwest**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Why Assessment Results Are Hard to Use and What to Do About It**

Consumers of assessment data are often suspicious of the results, and rightfully so. Coker College shares its experiences in getting successful faculty buy-in for generating and reporting usable results.

**David A. Eubanks, Coker College**

**Track: 14B (AM)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Using Learning, Education, Assessment, and Development (LEAD) Teams to Guide Program Assessment and Development**

The LEAD Teams program provides a mechanism for effective and responsive communication among students, instructors, and program administrators. Students' needs are understood and addressed as coursework progresses to allow response time on the part of the instructors. Students' academic needs are better met, and therefore, their academic progress is improved.

**Elda E. Martinez, University of the Incarnate Word; and Kathleen S. Martin, University of the Incarnate Word, Feik School of Pharmacy**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Energizing the First-Year Experience with Technology**

The first-year experience program can serve as the ideal environment to measure student learning and prepare students for a successful college learning experience. In this presentation, learn how LiveText and technology can assist you with accomplishing both objectives. LiveText's user-friendly e-Portfolio and learning tools allow students to easily chronicle their learning experiences and reflect on their growth. At the same time, institutions can use e-Portfolios to assess and measure evidence of student learning, outcomes, and competencies.

**Ida Anser, LiveText**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners*

**Closing the Loop: Collecting and Using Assessment Results for Program Improvement**

Assessment is underway at educational institutions. The bigger problem is using data to improve learning. This session will describe the path taken at the Cook School, Saint Louis University, in terms of what has and hasn't worked. Examples of how assessment findings are used to improve learning will be shared.

**Scott R. Safranski, St. Louis University**

**Track: 15B (AM)**  
**Time: 3:45 - 4:15 p.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Good by Design: Restructuring the Review Process to Minimize Threats to Validity**

Evaluating artistic development creates unique threats to validity. A Foundation Studies art department redesigned its assessment methods to minimize threats to effective program review. We show how to identify threats and provide novel solutions, using Integrated Assessment Theory to create a developmentally ordered knowledge base of faculty experience with students.

**Scott Thorp, Savannah College of Art and Design**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Advanced*

**Using Embedded Assessment to Assure Consistency in Courses Taught by Large Numbers of Affiliate Faculty**

Regis University College of Professional Studies enrolls approximately 10,000 students a year in classroom and online courses taught by 90 lead faculty and 800 adjuncts. To ensure consistency, CPS has developed a faculty recruitment and development model that uses embedded assessment to encourage consistent standards for all courses.

**Jennifer E. Mauldin, Regis University College of Professional Studies**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Pathways for Assessing Information Literacy, Scientific Literacy, and Technology Fluency in an Undergraduate Curriculum**

Participants will learn how three separate core learning areas of information literacy, technical fluency, and scientific literacy were mapped from national and state standards to course-level outcomes. These methods of mapping and assessment can be used by any discipline or institution to report learning outcomes and enhance student learning.

**Elizabeth Mulherrin, Janet Zimmer, and Kathleen Warner, University of Maryland University College**

**Track: 16B (AM)**  
**Time: 4:30 - 5:00 p.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Using the Student Assessment of Learning Gains for Formative and Summative Assessment**

The Student Assessment of Learning Gains (SALG) is a flexible online assessment tool used by undergraduate faculty and students. We will present the survey tool, and show how faculty have customized assessment and redesigned their courses, using the results of assessment to improve student learning.

**Tim J. Weston, University of Colorado, Boulder**

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

*Best Practices Presentation*  
*Monday, October 27, 2008*  
*Beginners and Advanced*

**Assessing How Science Faculty Learning Communities Promote Scientific Teaching**

A web-based survey was designed and implemented to assess the impact of participation in Science Faculty Learning Communities on faculty participants. This survey reveals not only which aspects of the professional development program the faculty found valuable, but also how the program influenced student learning in the faculty members classrooms.

**Karen Sirum, Bowling Green State University**

---

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

---

**5:30 – 6:30 p.m. ~ HIGH TEA ~ Grand Ballroom 4**

---

## **Tuesday, October 28, 2007 ~ Best Practices Presentations**

**Track: 17A (AM)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners*

### **Program Assessment and Syllabi: Intersection of Theory and Practice in Music and Theatre**

This presentation will focus on how the process of program assessment helps professors ask and answer important questions surrounding best practice in their disciplines. There will be examples of how to ask the questions and how to develop program goals that permeate day-to-day instruction.

**Katherine R. Baker, California State University, Northridge**

**Track: 17B (CC)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Advanced*

### **Making the Data Work for you and Administration: Using Matrix Analysis as an Innovative Approach to Data Analysis and Interpretation.**

You've collected the data – now what? Matrix analysis gives faculty a springboard for action in using data. Carroll Community College employed this innovative technique with its Code of Conduct survey. This analysis provided impetus to creating professional development workshops designed to educate and encourage conversation about Code of Conduct issues and potential adaptations to policy.

**Jean Marriott and Bonnie Thomas, Carroll Community College**

**Track: 17C (EP)**  
**Time: 10:15 - 10:45 a.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Advanced*

### **Large-Scale e-Portfolio Testing Program Design and Management—The Western Governors University Experience**

Over 1,000 pre-service teacher candidates at Western Governors University complete work-sample e-Portfolios each year. We will outline the structural, operational, and statistical characteristics necessary for managing the program. We will also discuss lessons learned and ways in which challenges precipitated by rapid growth have driven revisions to the program.

**Thomas W. Zane and Diane L. Johnson, Western Governors University**

**Track: 18A (MF)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**A Review and Feedback Process for Developing and Improving Departmental Assessment Plans**

The Moravian College Assessment Committee needed a process to address the wide variety of scope and quality provided by academic departments' first attempts at assessment plans for two targeted outcomes. This presentation describes the review and feedback process developed, and its impact on plan quality and subsequent implementation and assessment-driven improvements.

**Robert T. Brill, Moravian College**

**Track: 18B (AC)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Reporting Outcome-Based Assessment Results In Terms Of Goal and Outcome Attainment Versus Letter Grades**

The meaning of letter grades in relation to student learning outcomes is being questioned by accreditation agencies. In this session, participants will be introduced to a method for reporting student success in meeting outcomes as a way to address this issue.

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

**Track: 18C (SD)**  
**Time: 11:00 - 11:30 a.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners*

**We're Not Done Yet!: Assessing Student Satisfaction at Dillard University in the Aftermath of Hurricane Katrina**

This session examines the results of a satisfaction survey administered to Dillard University students during their stay at the New Orleans Riverside Hilton Hotel following Hurricane Katrina. Scholars have written about the collaboration, but no study has assessed student satisfaction which programs and activities in the hotel during this time.

**Marc C. David, Morris College**

---

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

---

**Track: 19A (FD)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Assessment - Educate, Engage, and Sustain Faculty**

This presentation will address assessment at all levels and offer approaches that are integrated into a mature governance structure. Assessment projects that position faculty as champions of assessment and identify how findings are used to improve student learning will be showcased.

**Margaret McMenamin and Maris A. Lown, Brookdale Community College**

**Track: 19B (SD)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners*

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

Recently, society has shown an increased interest in fiscal and learning accountability in higher education. The ASK project, initiated by ACPA's Commission for Assessment and Evaluation, articulates the "assessment skills and knowledge" student affairs professionals need to assess the degree to which students master preferred college learning and development outcomes.

**Robert W. Aaron, IUPUI; and A. Katherine Busby, University of Alabama**

**Track: 19C (SD)**  
**Time: 12:45 - 1:15 p.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Using Interprofessional Teams to Enhance the Education of Future Healthcare Providers**

Improving patient care requires an interdisciplinary, team-based approach. However, healthcare education and training continue to occur in silos. Thomas Jefferson University developed a longitudinal interdisciplinary curriculum to address this gap in chronic illness care education. This workshop will present program development, implementation, and assessment.

**Elena M. Umland, Lauren Collins, and Reena Antony, Thomas Jefferson University, Jefferson School of Pharmacy**

**Track: 20A (AC)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Change Happens: Moving to the Associate Degree Integrated Baldrige Standards**

The Association of Collegiate Business Schools and Programs (ACBSP) uses the Integrated Baldrige Standards to accredit associate degree programs. This presentation focuses on the challenges and success one community college faced as it moved from the traditional standards to the integrated standards.

**Frieda R. Bennett, Wright State University**

**Track: 20B (AM)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners*

**A Systematic Approach to Assessment**

Systematic assessment is critical to determining educational effectiveness and to insuring institutional vitality. It is imperative to document student satisfaction, engagement, and outcomes. This session will help you identify your options and the best practices for using the data for informed, purposeful change on your campus.

**Julie Bryant and Charles Schroeder, Noel-Levitz**

**Track: 20C (SD)**  
**Time: 1:30 - 2:00 p.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**An Assessment of Entering College Characteristics of Students With Disabilities and Non-Disabled Students**

The purpose of this assessment project was to investigate characteristics of students with disabilities who enrolled at a large public university. Students with disabilities were compared with a cohort of non-disabled students to identify significant differences in high school experiences, self-perceptions, and career and personal goals.

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

**Track: 21A (MF)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: Cabinet**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners*

**Curriculum Development: Using Student Outcomes Assessment To Improve Educational Objectives**

Using a case example, the presenters will provide a practical and straightforward educational assessment framework that promotes collaboration among departmental administrators, faculty, and students of a School of Social Work at one midwest university. The presenters will describe their approach to data collection, monitoring and reporting. The conceptual framework and measurement tools used in the assessment process will be described and shared with participants.

**Melinda M. McCormick, Western Michigan University**

**Track: 21B (FD)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: Caucus**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Improving Learning by Sharing Student Ratings and Doing Mid-Course Evaluations at a Large Research University**

BYU is allowing student access to five items from student course evaluations. We are also conducting pilot mid-course evaluations using these items. Professors discuss the meaning of concepts like critical thinking in the context of their class and discipline. The impact of student access to evaluations will be presented.

**Jeffrey Keith, Russell Osguthorpe, Danny Olsen, and Kirsten Thompson, Brigham Young University**

**Track: 21C (FD)**  
**Time: 2:15 - 2:45 p.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**A Learning Community Approach to Assessment of Higher Cognitive Skills**

Program improvement and accountability both require better assessments of higher cognitive skills. Faculty development is a priority too. Why not kill two birds with one stone: a faculty learning community floating on an interactive Web site, available anywhere, 24/7? Theory, literature, practical applications of online learning communities to assessment problems.

**Merilee Griffin, Michigan State University**

---

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

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Benchmarking Adult Student Learning Outcomes**

A group of Christian colleges with adult programs are benchmarking with one another on student learning outcomes for critical thinking, communication and Christian worldview. This session describes the tools used, implementation methods, and what we are learning.

**Cynthia B. Tweedell, Indiana Wesleyan University; Steve Holtrop, Huntington College; Jeremy Roddy and Shirley Roddy, Mid-America Christian College**

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

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners and Advanced*

**Electronic Portfolios: Facilitating Collaborative and Constructive Learning**

This presentation is a discussion of the assessment and subsequent evolution of the use of portfolios in an educational program. The current product is an ePortfolio constructed collaboratively by a study team. Examples of how the employment of ePortfolios can be generalized to other curricular applications will be presented.

**Thomas Bevins and Sharon Irish Bevins, Florida Gulf Coast University**

**Track: 22C (EP)**  
**Time: 3:00 - 3:30 p.m.**  
**Room: Chamber**

*Best Practices Presentation*  
*Tuesday, October 28, 2008*  
*Beginners*

**Conducting Baseline Assessment of Baccalaureate Outcomes**

Developing assessment strategies for baccalaureate outcomes is challenging and time consuming. Knowing how to conduct baseline assessment is a key to the assessment process. This presentation will demonstrate how the integration of writing prompts, rubrics, faculty rater assessment and an e-Portfolio system can effectively begin baseline assessment of student learning.

**Malissa Martin, Kim Hunter, Mary Kay Jordon-Fleming, College of Mount St. Joseph**

---

\*\*\*\*\*

**Thomas A. Angelo**

\*\*\*\*\*

\*\*\*\*\*

**Trudy W. Banta**

*Joshua S. Smith*

\*\*\*\*\*

\*\*\*\*\*

**Peter T. Ewell**

\*\*\*\*\*

\*\*\*\*\*

**George D. Kuh**

\*\*\*\*\*

\*\*\*\*\*

**Jeffrey A. Seybert**

\*\*\*\*\*

## Poster Sessions

Assessment methods, practices, and findings that are best shared in a visual format and one-on-one discussion are presented during the poster sessions. **The following individuals will be presenting poster sessions in the Grand Foyer, located on the second floor of the Westin, on Monday, October 27 from 5:00 – 7:00 p.m. only.**

Track: 24A (MF)	<i>Ask the Audience: Using Personal Responders to Assess Student Perceptions of the Curriculum</i>	Shauna M. Buring, University of Cincinnati College of Pharmacy
Track: 24B (AM)	<i>A Course Continuum: Project - Assessment - Revision - E-Portfolio</i>	Joseph R. Hostetler, Ivy Tech Community College-Southwest
Track: 24C (MF)	<i>A Review and Feedback Process for Developing and Improving Departmental Assessment Plans</i>	Robert T. Brill, Moravian College
Track: 24D (AM)	<i>An Evaluation of SQA. Development of Evaluation Process in a Proposed System of Quality Assurance for Programs Study in a Public University in Greece.</i>	Antigoni Papadimitriou, University of Macedonia - Thessaloniki (Greece); and Maria Koemtzi, George Tsiotras, Katerina Gotzamani, Stella Koufidou, and Fotis Vouzas, University of Macedonia (Greece)
Track: 24E (AM)	<i>An Old Dog Can Learn New Tricks: A University Rethinks Assessment</i>	Donald S. Humphreys and Andy Runyan, Cedarville University
Track: 24F (FD)	<i>Assessing Faculty Vitality at the IU School of Medicine</i>	Stephen P. Bogdewic, Megan Palmer, Mary Dankoski, Lia Logio, Randy Brutkiewicz, Indiana University School of Medicine
Track: 24G (FD)	<i>Assessing How Science Faculty Learning Communities Promote Scientific Teaching</i>	Karen Sirum, Bowling Green State University
Track: 24H (FD)	<i>Assessing the Impact of an Inexpensive Faculty Learning Community on Faculty Development, Institutional Services, and Student Learning</i>	Debra Meyers, Rick Brockmeier, Michael Lively, Julie Raines, and Burke Miller, Northern Kentucky University
Track: 24I (FD)	<i>Assessing the learning impacts of a Teaching Assistant Orientation Program</i>	Juan D. Velasquez, Joan A. Jurich, and Matthew A. Verleger, Purdue University
Track: 24J (AM)	<i>Assessment, Making it Work—Nuts and Bolts of a Campus-Wide Assessment Committee</i>	Jim Fulmer and Susan Hoffpauir, University of Arkansas at Little Rock
Track: 24K (FY)	<i>Click Here for First Year Experience Assessment</i>	Leslie A. Rach, Judith Termini, Kathryn Baldrige, and Terry Coye, Gallaudet University
Track: 24L (EP)	<i>Conducting Baseline Assessment of Baccalaureate Outcomes</i>	Malissa Martin, Kim Hunter, Mary Kay Jordon-Fleming, College of Mount St. Joseph

## Poster Sessions

Assessment methods, practices, and findings that are best shared in a visual format and one-on-one discussion are presented during the poster sessions. **The following individuals will be presenting poster sessions in the Grand Foyer, located on the second floor of the Westin, on Monday, October 27 from 5:00 – 7:00 p.m. only.**

Track: 24M (EP)	<i>eFolio World Offers a Vehicle to Demonstrate Accountability to Stakeholders</i>	Lynette Olson, Minnesota State Colleges and Universities; Lynne Groves, South Central College; and Barb Schueppert, Northwest Technical College
Track: 24N (EP)	<i>Electronic Portfolios: Facilitating Collaborative and Constructive Learning</i>	Thomas Bevins and Sharon Irish Bevins, Florida Gulf Coast University
Track: 24O (CC)	<i>Gen Ed: Researching the Effects of an Integrated Approach</i>	Sue Merrell, Lori Zakel, and Teresa Prosser, Sinclair Community College
Track: 24P (GE)	<i>General Education Assessment: Seeking Simplicity to Counter Complexity</i>	Stephanie J. Oetting and Matt Smith, University of Saint Francis
Track: 24Q (FD)	<i>How Faculty Chose to Improve Their Teaching Across Disciplinary Areas</i>	Amy K. Garver and Thomas F. Nelson Laird, Indiana University
Track: 24R (AC)	<i>Implementing Learning Outcomes in Inquiry/Research-based Education of Undergraduates—A “Strong College” Model at a Research University</i>	Loraine H. Phillips and Rhonda L. Gray, Texas A&M University
Track: 24S (AM)	<i>Integrated Assessment Theory: What Can an Assessor Do with Established Psychological Laws?</i>	David K. Dirlam, Savannah College of Art and Design
Track: 24T (AM)	<i>Involving Faculty in Assessment: Step By Step</i>	Monique L. Shumaker and Andrea J. Beranek, Carlow University
Track: 24U (FD)	<i>Pacific University School of Pharmacy Modified Block Curriculum: A Utopia for Student Learning and Faculty Growth</i>	Pauline Cawley, Reza Karimi, Vedavalli Pokala, Brad Fujisaki, Pacific University of School of Pharmacy
Track: 24V (AM)	<i>Program Assessment and Syllabi: Intersection of Theory and Practice in Music and Theatre</i>	Katherine R. Baker, California State University, Northridge
Track: 24W (FD)	<i>Scheduling for Success: Developing Faculty in Student Learning</i>	Karen A. Bobak and Patricia R. Merkle, New York Chiropractic College
Track: 24X (AM)	<i>Selecting Appropriate Classroom Assessment Techniques Based on Teaching Goals Inventory (TGI)</i>	Ajoy Koomer, Yashwant Pathak, Kimberly Daugherty, Deidre Clark, and Hieu Tran, Sullivan University College of Pharmacy
Track: 24Y (AM)	<i>Using a Stepping Stones Strategic Approach to Creating a College-Wide Writing Assessment Structure in a Business Discipline</i>	Otis J. White and Barbara D'Angelo, Morrison School of Management and Agribusiness/ASU

## Poster Sessions

Assessment methods, practices, and findings that are best shared in a visual format and one-on-one discussion are presented during the poster sessions. **The following individuals will be presenting poster sessions in the Grand Foyer, located on the second floor of the Westin, on Monday, October 27 from 5:00 – 7:00 p.m. only.**

Track: 24Z (EP)	<i>Using Electronic Portfolios for Liberal Education Assessment</i>	Robin Burroughs Davis, Colby-Sawyer College
Track: 25A (AM)	<i>Using the MBTI for Program Improvement</i>	Elizabeth A. Sheaffer, Shenandoah University
Track: 25B (AM)	<i>Using the Student Assessment of Learning Gains for Formative and Summative Assessment</i>	Tim J. Weston, University of Colorado, Boulder