AALHE

5th Annual Conference

Lexington, Kentucky

June 1-3, 2015

Dear Assessment Colleagues:

Welcome to the 2015 Conference of the Association for the Assessment of Learning in Higher Education and welcome back to Lexington, KY.

It was only two years ago that we held our last conference in Lexington with the continuing support of the University of Kentucky. So much has changed since then, both for higher education and AALHE. This year's theme is *Actionable Assessment*. We know as assessment practitioners that this theme is always relevant and yet, in some ways, it is ever more a priority for our work in higher education. This reflects the maturity of institutions in collection and distribution of assessment data, which begs the question, how have we used the data. It also signifies the growing desire of institutional stakeholders and policymakers to identify more effective curricula and instruction.

We are fortunate to have keynote speakers whose work manifests this theme in different ways. Their backgrounds include important examples of connecting data to action through strategic leadership, research, partnerships, curriculum development, and teaching. Equally important, I look forward to the examples, brought forward by our individual presenters on this theme. This year, AALHE had its most robust response to the call for proposals since it began its annual conference with 115 submissions. The presentations demonstrate the tremendous range and insight into assessment practice of our membership.

As the activity of our conference is growing, so is the work of our membership. Additional members have joined the different service committees since last year. As a result, we've been able to handle the increased submissions to the conference, offer new services to membership (e.g. Twitter chats), and find ways to advance the reputation of the association. I invite everyone to attend the business meeting on Tuesday morning to find out more about the work of these important groups and learn about opportunities for involvement.

As I complete my term as president, I would like to thank the association for this opportunity and welcome Tara Rose as the AALHE's new president. From the beginning of the AALHE's founding, Tara has been a consistent source of behind-the-scenes leadership. She has been instrumental in not only the success of our annual conferences but also guiding the development of the support structures for a growing association. I welcome Tara's more public role as president and am pleased to hand off the torch to her.

Thank you and enjoy the conference!

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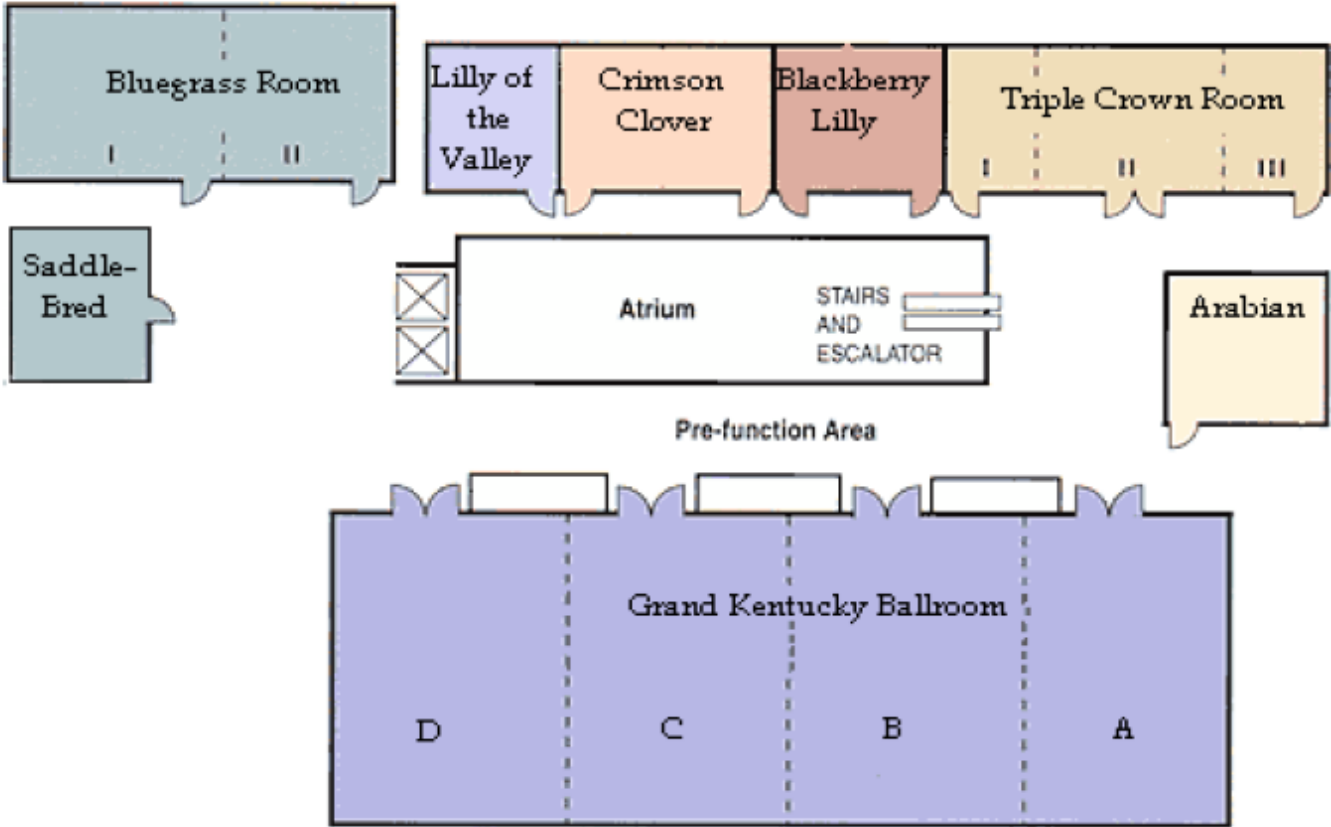Association for Assessment of Learning in Higher Education

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Arabian

Pre-function Area

Grand Kentucky Ballroom

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GENERAL INFORMATION

Meeting Locations

All AALHE 2015 Annual Conference sessions will be held at the Hilton Lexington/Downtown Hotel in Lexington, Kentucky. All times are in Eastern Standard Time.

Registration Hours

The schedule for onsite registration is:

Sunday, May 31	12:00 PM—3:00 PM
Monday, June 1	9:00 AM—5:00 PM
Tuesday, June 2	7:00 AM—5:00 PM
Wednesday, June 3	7:00 AM—11:45 AM

Sponsor Exhibit Hours

Please stop by the sponsor tables during the following hours.

Monday, June 1	11:00 AM—12:00 PM
	2:30 PM—3:00 PM
Tuesday, June 2	11:30 AM—1:00 PM
	2:45PM —3:45 PM
Wednesday, June 3	8:00 AM—9:30 AM

Reception—Magnolia Room

Monday, June 1	5:30 PM—7:30 PM

Breakfast and Lunch Breaks

Monday, June 1

	Snack	2:30 PM—3:00 PM

Tuesday, June 2

	Breakfast	7:00 AM—8:00 AM
	Lunch	12:00 AM—1:00 PM
	Snack	2:45 PM—3:45 PM

Wednesday, June 3

	Breakfast	7:00 AM—8:00 AM

Internet Access

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

Lost and Found

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

Cell Phones and Smart Phones

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

Smoking/Non-Smoking

Smoking is prohibited in all convention areas.

Time Zones

Lexington, Kentucky is located in the Eastern Standard Time Zone. If you traveled from a time zone other than this, please set your watches and clocks to Eastern Standard Time Zone so as not to miss any AALHE 2015 Conference events.

Attire

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

Monday, June 1	Description	Time	Location	Page
Keynote	Opening plenary session with Mr. Raymond Burse	12:00 –1:30 PM	Ballrooms A, B, & C	10
Sessions	Various presentations & workshops	2:00—5:15 PM	Hilton Downtown: Various rooms	10
Event	Opening reception (Complimentary)	5:30—7:30 PM	Magnolia Room	19
Resources	Registration/Information	9:00 AM—5:00 PM	Pre-function Area	4

Tuesday, June 2	Description	Time	Location	Page
Events	Continental breakfast (complimentary) and business meeting	7:00—8:00 AM	Ballroom A	20
Events	Business Card Exchange	8:00—8:30 AM	Pre-function Area	20
Sessions	Various presentations & workshops	8:30 AM—11:45 AM	Hilton Downtown: Various rooms	20
Plenary/Luncheon	Plenary session with Dr. Jillian Kinzie	12:00 –2:00 PM	Ballroom A , B, & C	25
Sessions	Various presentations & workshops	2:15—5:30 PM	Hilton Downtown: Various rooms	26
Networking Dinner	Optional networking opportunity Sign up in advance.	6:00 PM	Hilton Downtown: Lobby	37
Resources	Registration/Information	7:00 AM—5:00 PM	Pre-function Area	4

Wednesday, June 5	Description	Time	Location	Page
Events	Continental Breakfast (complimentary) and Conference Planning meeting	7:00—8:00 AM	Pre-function Area/Triple Crown Room	38
Events	Business Card Exchange	8:00—8:30 AM	Pre-function Area	38
Sessions	Various presentations & workshops	8:30—9:30 AM	Hilton Downtown: Various rooms	38
Plenary	Plenary session with Dr. Robert Pacheco	9:50—11:00 AM	Ballroom A , B, & C	41
Closing session	Facilitated group sharing session	11:00 AM—12:00 PM	Ballroom A, B, & C	41
Resources	Registration/Information	7:00 —11:45 AM	Pre-function Area	4

FEATURED SPEAKERS

Monday, June 1, 2015; 12:00—1:30 PM (Plenary)
Hilton Lexington/Downtown: Grand Kentucky Ballroom A
Analytics to Manage & Run Higher Education Institutions

Mr. Raymond M. Burse, *President, Kentucky State University*

A native of Hopkinsville, Ky., Raymond M. Burse has a long record of achievement in academics, athletics and community service. As president of KSU from 1982 to 1989, he oversaw record enrollment, more than $60 million in capital improvements and significant enhancements in the academic and financial operations of the institution, including the establishment of the Whitney M. Young College of Leadership Studies. Burse received his law degree in 1978 from Harvard Law School. He received a bachelor's degree in chemistry and mathematics in 1973 from Centre College, where he was named to the dean's list for four years.

Continuing his involvement in higher education and active in the community, Burse was a member on the boards of Centre College and Alabama A&M University. His other commitments have included serving on the boards of the Louisville branch of the St. Louis Federal Reserve Bank, the Frankfort/Franklin County Chamber of Commerce and the State YMCA of Kentucky. He served as chair of the Louisville Free Public Library Advisory Commission, chair of the Appeals Committee of the Southern Association of Colleges and Schools Commission on Colleges and vice chair of the Louisville Community Foundation Board of Directors.

Opening remarks by:
Dr. Tim Tracy, *Provost, University of Kentucky*

Timothy S. Tracy became Provost at the University of Kentucky on February 23, 2015. He received his bachelor's degree in pharmacy from Ohio Northern University, his PhD in clinical pharmacy from Purdue University, and completed a postdoctoral fellowship in clinical pharmacology at Indiana University. Prior to entering academia, he practiced in community and hospital settings throughout Ohio. Tracy launched his academic career at West Virginia University, where he rose through the ranks to Full Professor. During his time at West Virginia University, he won six college-wide teaching awards and one university-wide teaching award. Tracy then joined that University of Minnesota where he served as Head of the Department of Experimental and Clinical Pharmacology, Director of the Center for Forecasting Drug Response and Director of Clinical and Translational Research Services. In August 2010, he joined the University of Kentucky as Dean of the College of Pharmacy and from May of 2012 until August of 2013, also as the Interim Provost.

Tuesday, June 2, 2015; 12:00—2:00 PM (Keynote)
Hilton Lexington/Downtown: Grand Kentucky Ballroom A
Making Assessment Matter to Student Learning and Success

Dr. Jillian Kinzie, *Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE)*

Jillian Kinzie conducts research and leads project activities on effective use of student engagement data to improve educational quality, and studies evidence-based improvement in higher education. She managed the Documenting Effective Education Practices (DEEP) project and Building Engagement and Attainment of Minority Students (BEAMS), and also serves as senior scholar on the National Institute for Learning Outcomes Assessment (NILOA) project, an initiative to study assessment in higher education and assist institutions and others in discovering and adopting promising practices in the assessment of college student learning outcomes. Dr. Kinzie has co-authored numerous publications including Using Evidence of Student Learning to Improve Higher Education (Jossey-Bass, 2015); Student Success in College: Creating Conditions that Matter (Jossey-Bass, 2005/2010); Continuity and Change in College Choice: National Policy, Institutional Practices and Student Decision Making, and the second edition of One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice (Routledge, 2008/2014).

Wednesday, June 3, 2015; 9:50—11:00 AM (Plenary)
Hilton Lexington/Downtown: Grand Kentucky Ballroom A
Forward-Looking Assessment: Using Findings to Innovate, Create and Design

Dr. Robert Pacheco, *Vice President of Institutional Effectiveness, MiraCosta College*

Dr. Pacheco leads integrated and strategic planning efforts at the institution and acts as MiraCosta College's accreditation liaison officer. In addition, Bob is a Board Member of the Association for the Assessment of Learning in Higher Education (AALHE) and serves on the advisory board to the National Community College Benchmarking Project (NCCBP). As Assessment Chair of the RP Group, Bob conducts workshops on assessment methods and analysis, moderates a national learning outcomes assessment listserv and serves as a contributing author on assessment in the monthly journal, *Perspectives*. Bob has presented sessions on assessment and accreditation topics with the staff of the WASC Senior Commission for Colleges and Universities and the Accrediting Commission for Community and Junior Colleges. Dr. Pacheco has mentored over 40 institutions in their development and implementation of institutional-wide assessment practices and the use of evidenced-based decision making.

ABOUT AALHE

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

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

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

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

ON THE COVER

Velvet Aberrations, Ceramic Sculpture
Hunter Stamps, *Associate Professors of Ceramics, University of Kentucky*

Hunter Stamps is Professor of Ceramics at the University of Kentucky in Lexington. Hunter also taught at the University of Central Arkansas, the University of Arkansas-Little Rock and at the University of Alaska-Fairbanks. Hunter received his M.F.A. from Indiana University in Bloomington and his B.F.A. from the University of North Carolina in Asheville.

The mixed media sculptures he creates incorporate ceramics, fabricated metal, molds, encaustics, rubbers, and resins. The psychologically charged forms communicate an abject and fragmented aspect of the human condition. Hunter's work has been exhibited in over one hundred exhibitions; including galleries across the United States as well as China, Germany, Austria, Croatia, and Spain. Images of his work have been published in publications such as Ceramics Monthly and other scholarly journals, newspapers and exhibition catalogues.

2015 ANNUAL CONFERENCE

June 1—3, 2015   ♦   Lexington, KY

Actionable Assessment

STRAND CONNECTIONS

> **Strand 1: Academic Assessment**
>
> **Strand 2: Accreditation**
>
> **Strand 3: Assessing New Curricular Models**
>
> **Strand 4: Assessment Leadership**
>
> **Strand 5: Co-Curricular Assessment**
>
> **Strand 6: Making Sense of Multiple Data Sources**
>
> **Strand 7: Program Review**

AUDIENCE LEVELS

> **Beginner**
>
> **Intermediate**
>
> **Advanced**

Monday, June 1, 2015

12:00 — 1:30 PM

PLENARY

Analytics to Manage and Run Higher Education Institutions

Ballrooms A, B , & C

Institutions of Higher Education are faced with increasing challenges in areas such as decreasing enrollments and government spending cuts which drive the need for increased productivity and scrutiny over every dollar spent. Tighter accreditation regulations and outcome-driven accountability force transparency in student progress tracking.   Heightened affordability concerns and growing public doubt about college value make that transparency a must. Much data is collected internally and is readily available externally that with *Analytics* can and will provide the strategic management tools for success. *Analytics* work and push the needle from standard reporting where we answer "What Happened?" to strategic management where we answer "How to Achieve the Best Student and Institutional Outcomes with the Effects of Variability.

Mr. Raymond Burse, President, Kentucky State University

2:00 — 2:30 PM

Cheyney University's Experience of Ten Year Re-Affirmation of Accreditation Self-Study Process

Triple Crown

Accreditation is considered the lifeblood of every University/College. Despite this, most institutions due to the lack of clarity on the re-affirmation process end up on monitoring status. This presentation will discuss the Cheyney University's 10 year reaffirmation of accreditation with Middle States Commission on Higher Education. The discussion will include preparations prior to the self-study design, expectations after approval of self-study design, getting campus community ready for the process/visit, budgeting/logistical issues, preparations needed before and after the team visit.

Phyllis Dawkins, Cheyney University of Pennsylvania
Sesime Adanu, Cheyney University of Pennsylvania
Shayla Moore Prince, Cheyney University of Pennsylvania

Strand 2, Intermediate

Detecting, Measuring, and Acting on "Susceptibility to Intervention"

Blackberry Lilly

This session will share results of two separate assessment efforts associated with an extra-curricular leadership and alcohol education intervention at the University of Wisconsin – Madison. While evaluating former assessment results we detected that Greek students may be more susceptible to leadership and alcohol intervention than other students representing non-Greek student organizations. Spring 2015 involved implementing a revised assessment instrument which provides further evidence related to the susceptibility, or non-susceptibility, of representative student groups on-campus. Groups also included in Spring 2015 analysis included student organization members, Greek students, sophomore varsity athletes, and students at-large.

Adam Ross Nelson, University of Wisconsin Madison

Strand 5, Intermediate

A Treasure Trove of Data Hiding in My University

Crimson Clover

When I arrived at Wright State University in Ohio, I was charged with building an assessment program for student learning. It seemed the university did not do assessment. As I talked to different people, I found they were doing a great deal of student learning assessment, they just didn't know it. In this session, we will talk about places to look for data to support university level assessment of student learning outcomes and how to create a comprehensive way to collect data from many different places.

Renee Aitken, *Wright State University*

Strand 4, Beginner

Cultivating a Culture of Evidence at Your Institution

Bluegrass Room I

Marian University College of Osteopathic Medicine uses a stakeholder inclusiveness model for building a culture of evidence in a competency-based and/or outcomes-focused curriculum. This session will introduce techniques and strategies to develop this culture. Facilitators will share milestones and barriers encountered through formulating approaches to cultivate an assessment culture emphasizing stakeholder inclusiveness. Implementation of a "Catch and Release" method for data mining will be the framework used for promoting an evidenced-based environment focused on curricular quality improvement and student success.

Sherry Jimenez, *Marian University College of Osteopathic Medicine*
Sarah Zahl, *Marian University College of Osteopathic Medicine*

Strand 4, Beginner

A Model for Assessing Impacts of Community Engaged Learning

Bluegrass Room II

How do you assess community engagement and its impact on the community? As institutions we have examined the outputs and activities of our students, faculty and staff. But what impact have these outputs and activities had on addressing recurring community problems and needs? And how do we know we are making a difference? We ask session participants to be prepared to share examples of assessments of the impact of university-community engagement efforts.

Karen Mumford, *UW-Eau Claire*
Jennifer Fager, *UW-Eau Claire*
Cheryl Contant, *Advancing Your Strengths*

Strand 3, Intermediate

2:00 — 2:30 PM (continued)

Meaningful Program Review: A New Approach

Ballroom D

Although most institutions engage in program review, the process often reflects compliance rather than a genuine effort to improve quality. Resulting reviews are set aside and forgotten. To address this, the presenter shares a program review model that involves comparative data and institution-wide peer feedback. Attendees will examine the model, including the criteria and associated data, understand the process associated with it, review implementation steps, and discuss how it can be applied in other contexts to make program review meaningful.

Maureen Andrade, Utah Valley University

Strand 7, Intermediate

2:30 — 3:00 PM

Snacks & Discussions

Join us for snacks and conversations in the Pre-function area outside of the Ballrooms.

3:00 — 4:00 PM

Using Academic and Co-Curricular Program Assessment to Assess Institutional Learning Outcomes

Triple Crown

DePaul University's strategic planning process called on DePaul to "focus the entire university community on student learning and success." In response, we realized that DePaul's successful program-level assessment process did not provide data on what our students overall know or can do. In this interactive session, we will describe a method to assess institution-level learning outcomes that honors programs' on-going assessment efforts, including key challenges and how we used our institutional strengths to facilitate this process.

Caryn Chaden, DePaul University
Jen Sweet, DePaul University

Strand 1, Intermediate

How to Help Faculty Make Rubrics More Effective Rubrics
Blackberry Lily

Five-point scales and Sequences Which Expand Little by Little (SWELL rubrics) don't work. They don't discriminate levels of student experience, scaffold student learning, pinpoint areas for curricular improvement, or measure institutional effectiveness. This session will present principles for making rubrics that do work and discuss participant's ideas for using them.

David Dirlam, Virginia Wesleyan College

Strand 1, Intermediate

Tools, Methods, and People: Doing Campus-Wide Assessment Well
Crimson Clover

This session will offer lessons learned at LaGrange College (a small liberal arts college in west central Georgia) from the reaffirmation process, lessons that led to better tools, better structures, and better processes – especially designed to improve institutional effectiveness. Participants will learn about the use of an assessment handbook, a functional template for annual reports, and a process for moving information from the unit level, through widely-based review, to the level of strategic resource allocation.

David Garrison, LaGrange College
Carol Yin, LaGrange College

Strand 1, Intermediate

A Convergence of Data: Connecting the Dots of Assessment Results across Campus
Bluegrass Room I

This session will focus on how a large, comprehensive, public, research university fosters an integrative approach to promote an assessment of undergraduate student learning process that incorporates multiple data sources, including both local and national data to foster discussions that lead to program improvements; yet remains flexible enough for programs/colleges to customize to their specific needs.

Steven Hawks, University of Minnesota-Twin Cities
Ronald Huesman, Jr., University of Minnesota-Twin Cities

Strand 6, Intermediate

3:00 — 4:00 PM (continued)

Improving Student Learning: A Kentucky Perspective on a Multistate Effort (Panel Session)
Bluegrass Room II

The Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC) is an initiative designed to provide meaningful evidence about how well students are achieving important learning outcomes. The initiative foregrounds a distinctly different form of assessment than the traditional standardized test. Instead of producing reports about average scores on tests, the project is piloting the use of common rubrics applied by teams of faculty to students' authentic college work. In this session, participants will learn more about this project from those who have been engaged in the pilot phase and how your institution and state could implement the MSC.

Melissa Bell, Kentucky Council on Postsecondary Education
Tara Rose, University of Kentucky
Karman Wheeler, Bluegrass Community and Technical College
Moderator: Jill Compton, Kentucky Council on Postsecondary Education

Strand 1, Intermediate

How Do We Share What We Know? Communicating Assessment Results (Panel Session)
Ballroom A

Universities have a lot of assessment data – often piles and files of it! How can we share our data in ways that are meaningful and workable? Identifying the audience(s) for different types and levels of detail is an important part, but there is more. Join with other assessment experts and see examples of how some universities and programs share data and help to brainstorm other methods for getting out information in ways that work.

Catherine Wehlburg, Texas Christian University
Shawntel Landry, American College of Education
Monica Stitt-Bergh, University of Hawaiʻi at Mānoa
Moderator: Lisa Mehlig, Rock Valley College

Strand 4, Intermediate

Using Technology to Engage Faculty in Meaningful Assessment
Ballroom B

The logistics of conducting large scale meaningful assessment activities can be daunting and frustrating. In this session the presenter describes how technology can be used to engage faculty in assessment projects while minimizing the chaos of coordinating common readings and data collection. The specific technology described is based on the assessment tool in Canvas, a learning management system, that can connect institutional or departmental learning outcomes to specific assignments in any class. Data can be collected seamlessly and analyzed in a number of different ways.

Susan Wood, Dona Ana Community College

Strand 1, Advanced

General Education Assessment: Our Evolution to an Assessment Culture
Ballroom C

This session will follow our college's evolution to improved General Education assessment and a culture of effective assessment. The progression of our institution's transition through the revision of our data flow, allotment of time for reflective analysis of data and planning, development of college-wide rubrics and involvement of General Education faculty (full & part-time) will be discussed. Methods for reporting further actions based on results will be shared.

Sharon Wilson, Maysville Community & Technical College
Pam Stafford, Maysville Community & Technical College
Dana Calland, Maysville Community & Technical College

Strand 1, Intermediate

A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig
Ballroom D

Assessment literature varies wildly regarding the definition of "learning improvement." We attempt to clarify the concept to participants by providing a simple model of evidencing learning improvement - assess, intervene, re-asses - and describe how the model can be successfully applied. We will close with a discussion about how higher education can transition from an emphasis on assessment to an emphasis on learning improvement. This presentation is based on the authors' recent NILOA Occasional Paper that bears the same title.

Keston Fulcher, James Madison University
Megan Good, James Madison University
Kristen Smith, James Madison University

Strand 1, Intermediate

2015 Annual Conference Committee

This year 10 people participated in the AALHE Annual Conference Planning Committee. We would like to take this time to thank them for their time, commitment, and enthusiasm. If you have interest in participating in this or any other AALHE committee, please contact Tara Rose (trose@aalhe.org).

- **Tara Rose, Chair**
  University of Kentucky

- **Leah Simpson, Vice Chair**
  University of Kentucky

- **Taiwo Ande**
  University of Mary
  Washington

- **Kathleen Gorski**
  National Louis University

- **Lisa Mehlig**
  Rock Valley College

- **Robert Pacheco**
  Miracosta College

- **George Smeaton**
  Landmark College

- **Monica Stitt-Bergh**
  University of Hawai'i at Mānoa

- **Christine Thomas**
  Alabama State University

- **Sharon Walters**
  Southern Illinois University

4:15 — 5:15 PM

Doing Assessment of Student Learning at Scale: An Overwhelming Task?
Triple Crown

Imagine having to assess the learning of over 250,000 students. Scary, isn't it! In its LMS, University of Phoenix has implemented a course-embedded assessment model using signature assignments and criterion-referenced scoring rubrics to gather SLO data at the institution, college, program, and course levels. Employing an electronic assessment management tool, data are disaggregated for each of these by location, modality, student demographics, degree level, etc.; hence, reporting is robust. If UOPX can do it, so can you! Find out how.

Joanne Weiss, University of Phoenix

Strand 1, Intermediate

A Researcher-Practitioner Partnership to Assess Learning in Developmental Education
Blackberry Lilly

This session will describe a mixed-method study of student learning in developmental English, reading and mathematics. This project, a partnership between community college practitioners and university researchers, represents a unique attempt to measure learning for the purpose of refining instruction. The session will describe the assessments (including student interviews), research findings, and examples of how results will be used to inform curricular and pedagogical refinements.

Madeline Trimble, Community College Research Center
Hoori Kalamkari, Community College Research Center

Strand 1, Intermediate

A Proposed Model for Successful Assessment Leadership
Crimson Clover

What is the best approach to developing and sustaining an assessment system that leads to continuous improvement? What do assessment leaders need to know and what skills should they possess to successfully foster assessment to meet today's challenges in higher education? While there are no easy answers to these reasonable questions, we will offer some insights into what it takes to be successful assessment leaders and how these insights may be applied to other institutions of higher learning.

Jennifer Fager, UW-Eau Claire
Roberta Teahen, Ferris State University
Diane Nyhammer, Blackhawk Technical College

Strand 4, Intermediate

Action Plans and Beyond: The Importance of Designing for Evidence of Improvement
Lilly of the Valley

This presentation will present an improvement model in which data is used not only to inform action plan development, but also to evaluate the action plan's effectiveness. Best practices in action plan development will be discussed, along with real-life examples from both academic and co-curricular entities. In recent years, simply taking action based off assessment findings is not enough, and this presentation will give ideas for closing the loop on the assessment cycle while demonstrating improvement.

Skip Kastroll, *Liberty University*
Tim Fowler, *Liberty University*

Strand 1, Intermediate

Assessment and Accreditation: An Institutional Collaborative Model
Bluegrass Room I

This session will include a presentation of Capella University's collaboration between assessment and accreditation professionals. The presentation will begin with an introduction to Capella University's structure, educational and assessment philosophy. Following the introduction is an overview of the accreditation cycle and a discussion of how assessment and accreditation staff partner with one another to ensure successful outcomes and continous improvement.

Stacy Sculthorp, *Capella University*
Heather Schroeder, *Capella University*
Jeremie Bellenir, *Capella University*
Strand 2, Beginner

Outcomes Assessment of a Study-Abroad Program
Bluegrass Room II

This study is designed to investigate into the relationship of students' study-abroad experiences with their retention, their perceptions of the overall college experience, job placement, and their global awareness. A group of students with study-abroad experiences were selected as the sample, and another group of students without such experiences were identified as the comparison group. The data for this study were from the Graduating Student Survey, the Global Perspectives module, and student enrollment database.

Yuxiang Liu, *St. John's University*
Donghui Zhang, *Lianing University*

Strand 5, Intermediate

4:15 — 5:15 PM (continued)

Organizing (Actionable) Home-Grown Assessments for Key Institutional Outcomes
Ballroom A

Locally-developed assessments are attractive for a number of reasons: they align closely to local outcomes and values, they require no purchase or fee, and, most important, they increase actionability by building faculty ownership of both the learning outcome and the data generated. Those attending this session will consider criteria for "good" locally-developed assessments, gain ideas for meaningful assessment projects aimed at key questions or outcomes, and identify strategies for engaging faculty in a method-development process on their own campus.

Joan Hawthorne, University of North Dakota

Strand 4, Intermediate

Validating Learning Across Institutions and Modalities: Implications for Learning Assessment Practitioners
Ballroom B

This presentation compares and contrasts the methods of verifying learning across different modalities and institutions. These include courses, prior learning assessment (exam and portfolio-based), competency-based education (especially credit equivalency methodology), traditional transfer-of-credit, and learning outcomes assessment. Assumptions of each regarding specificity, complexity, measurement, and transferability of learning are examined. One implication is that an expanded and challenging future role for learning outcomes assessment practitioners is needed for institutions to facilitate effective use of diverse learning environments.

Eric Riedel, Walden University
Martha Cheney, Walden University
Sheryl Kristensen, Walden University

Strand 3, Intermediate

Equity for Our Students: Serving Several Masters but Remaining True to Liberal Arts

Ballroom D

University of West Florida (UWF) and LIU-Post faculty and administrators use assessment to advance liberal arts education. While both institutions address regional accrediting agencies' requirements, as a state institution, UWF must also meet Florida state mandates, which create more specific demands than those LIU Post faces as a private institution. The two institutions will discuss how they approach assessment and student learning, which varies across institutions in some aspects but converges in others. The approaches used by these institutions should be applicable to other institutions.

Margaret Boorstein, Long Island University-Post
Claudia Stanny, University of West Florida
Lori Knapp, Long Island University

Strand 4, Intermediate

5:30—7:30 PM

RECEPTION

Please join us for a complimentary reception for all conference attendees located downstairs in the Magnolia Room. Drinks and hors d'oeuvres will be served.

2016 AALHE Conference
Milwaukee, Wisconsin
June 6-8, 2016
at the Pfister Hotel

Tuesday, June 2, 2015

7:00—8:00 AM

BUSINESS MEETING/BREAKFAST
Please join us for a complimentary buffet breakfast in the Pre-function area. and to participate in the annual business meeting. The meeting will be held in Ballroom A.

8:00—8:30 AM

BUSINESS CARD EXCHANGE
Please join attendees in the sponsor hall area for networking . The session will begin immediately following the business meeting.

MEMBERS SERVICES COMMITTEE MEETING
Participants in the Members Services Committee are asked to attend a special meeting in the Saddlebred Board Room.

8:30—10:30 AM

Unlocking the Black Box of Assessment
Triple Crown

Institutions provide co-curricular programs to support student learning and development. Although practitioners know what these programs should entail, often there is a "black box" surrounding what actually occurs during program implementation. Fortunately, Implementation Fidelity data can unlock the "black box," helping practitioners make appropriate inferences based on assessment data. This workshop will describe Implementation Fidelity using a collegiate alcohol intervention program. Participants will practice collecting Implementation Fidelity data, while learning how Implementation Fidelity can be used to improve student outcomes.

Kristen Smith, James Madison University
Tia Mann, James Madison University

Strand 5, Intermediate

Test Question Editing Workshop – Improve Your Test Item Writing Skills through Editing
Blackberry Lilly

This workshop will be 75% hands-on editing of test questions. After an overview of learning objectives for the session and instruction on identifying common errors, participants will be provided a list of test questions containing errors frequently found in exams. They will be asked to edit the questions to improve the overall quality of the test items. Edited questions will be shared with all attendees. Through this process, participants will hone their skills at both writing and editing items.

Jane Souza, St. John Fischer College
Jennifer Matthews, St. John Fischer College

Strand 1, Beginner

Critical Conversations: Key to Moving from Assessment 'Busy Work' to Meaningful Results
Crimson Clover

Faculty involved in the assessment process often ask "What do you need me to do?" rather than "What do I need to know?" to assess and improve student learning. These two different approaches can lead to different results: the first can be considered "busy work", while the second can lead to actions with meaningful results. Planned, inclusive conversations can help make this attitude shift a reality. This session will walk you through a process for planning such critical conversations.

Fiona Chrystall, Asheville-Buncombe Technical Community College

Strand 4, Beginner

UNM's First Year Student Programs: Turning Assessment into Programmatic Progress
Lilly of the Valley

The assessment process for UNM's first year students began as a way to meet the requirements of the assessment climate on campus. The model now serves as an institutional assessment template. From stakeholders and campus partners to the specific student populations served, UNM Academic Communities learned how to include, impact, and tell the story to all benefactors in a comprehensive assessment process. This collaborative assessment practice informs advisors, students, parents, deans and chairs of departments about the first year learning program as well as the factors that strengthen retention and success rates. Come to this session to learn about an innovative assessment cycle (utilizing AAC&U rubrics, TK20, UNM's Office of Institutional Analytics, and Enrollment Management data. You will brainstorm independently, collaborate with others and modernize your program's assessment plan. We will strategize ways to obtain data, define relevant facts, and identify efficient ways to share program outcomes with your educational communities.

Julie Sanchez, University of New Mexico

Strand 1, Intermediate

Improving Inter-Rater Reliability Amongst Faculty in Program Learning Objective Evaluations
Bluegrass Room I

Assessment of program learning objectives is a key part of the university assessment process, especially in answering to accrediting bodies. We have developed a way to get faculty to assess a specific assignment in each course which evaluates a given program learning objectives. One of the difficulties has been managing inter-rater reliability. This workshop will provide tools for assessment leaders to train their faculty in both meaningfully participating in program learning assessment while educating them on inter-rater reliability.

Julie Woltil, Hope International University

Strand 1, Intermediate

Tuesday, June 2, 2015

8:30—10:30 AM (continued)

The Syllabus Show: Clever DIY Tips to Get Your Institution Together!
Bluegrass Room II

Does your institution need a faculty syllabus upgrade? This session focuses on a) creating an institutional plan to upgrade syllabi for use as evidence in the accreditation process and b) assisting individual faculty in reviewing the quality of their syllabi. Participants are encouraged to bring a copy of one of their syllabi for use in this session.

Alana Malik, University of Toledo
Angela Paprocki, University of Toledo
Christopher Roseman, University of Toledo
Constance Shriner, University of Toledo

Strand 2, Beginner

Assignments as Assessment: Catalyzing Assignment Design on Campus
Ballroom A

This workshop will outline an assignment charrette model, which may be used by campuses to engage with assignment design conversations as well as alert participants to resources available for modification in designing assignment workshops. Elements considered will include good assignment design, alignment, exploration of the assignment library, and other relevant resources.

Natasha Jankowski, National Institute for Learning Outcomes Assessment
Pat Hutchings, National Institute for Learning Outcomes Assessment

Strand 1, Intermediate

Data Envelopment Analysis for Assessment and Institutional Effectiveness Practitioners
Ballroom B

The session introduces Data Envelopment Analysis (DEA), a non-parametric productivity analysis tool to assessment and institutional effectiveness practitioners. DEA measures the relative performance of organizational decision making units (DMU) where the presence of multiple inputs and outputs makes comparison difficult. Using academic program review data, the hands-on session demonstrates a step by step approach of how DEA can be used for determining relative performance of academic program and how IE practitioners may utilize the information for decision making.

Taiwo Ande, University of Mary Washington
Christopher Garcia, University of Mary Washington

Strand 6, Advanced

A Generative Approach to Analyzing Mission Statements for Actionable Institution Assessment

Ballroom C

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

Catherine Wehlburg, *Texas Christian University*

Strand 1, Intermediate

Rubrics and Norming: A Process for Evidence-Based Discussions about Student Learning

Ballroom D

This interactive and hands-on workshop will model the process of rubric usage: from conceptualization and development to implementation and then to analysis and the reporting of results. We will discuss fundamental assumptions about rubrics and their uses, and we will create and develop a rubric around a well-known artifact (chocolate), norm as raters, assess these artifacts, analyze the results, and discuss ways of interpreting and reporting on these results. Participants should leave this workshop equipped to lead this process on their own campuses in both academic and extra-curricular settings.

Neil Pagano, *Columbia College Chicago*
Jonathan Keiser, *City Colleges Chicago*

Strand 1, Intermediate

10:45—11:45 AM

Graduate Programs: Shifting the Mindset from Individual-Student to Program-Level Assessment

Triple Crown

Graduate programs need to carry out program-level learning outcomes assessment. Because their context differs from undergraduate programs, they cannot always mirror undergraduate assessment practices. In this session, I describe differences between graduate and undergraduate program learning assessment, including faculty perceptions, and specific challenges faced by graduate programs. I offer examples of graduate program assessment at a research university. Attendees will have opportunities to critically review approaches and participate in a discussion on effective graduate program assessment strategies.

Monica Stitt-Bergh, *University of Hawaiʻi at Mānoa*

Strand 1, Intermediate

Tuesday, June 2, 2015

10:45—11:45 AM (continued)

Guarding against Assessment Retrenchment: An Institution's Plan and Progress
Blackberry Lilly

In many institutions, assessment activities degrade after accreditation teams or the "dynamic assessment-advocate" leaves. This session will present one University's efforts to engrain assessment firmly into the institution's culture by moving past the impetus for initiating these strategies, accreditation. The University's recent assessment evolution, including the structure, strategies, and processes implemented will be discussed, shared with, and reviewed by attendees.

Terri Flateby, Georgia Southern University

Strand 4, Beginner

Program Review: Beyond Compliance to Program Improvement
Crimson Clover

Learn how one institution took the program review binder off of the shelf and created an efficient new data driven process. Explore how faculty outlooks shifted from assuming data would result in negative implications to a process including self-examination and reflection of program heath ultimately resulting in continuous improvement.

Kathleen Gorski, National Louis University

Strand 7, Beginner

HEIghten ™ Outcomes Assessment Suite: New Considerations in Assessing General Education Student Learning Outcomes (Sponsored Session)
Bluegrass Room I

Institutions are continuing to seek MORE student learning outcome data and most are anticipating the need for data to skyrocket in the next 5 years. Yet, almost as quickly as the demand for data grows, institutional staffing resources are being minimized. Assessment resources that provide evidence of student learning in flexible ways to meet the evolving needs of institutions are highly coveted. Collecting the right evidence that provides a reasonable basis for refining learning goals or making curricular changes is a necessity. In this presentation, we will discuss how Heighten was developed to meet the needs of institutions who seek evidence of student learning in the areas of Written Communication, Critical Thinking and Quantitative Literacy.

Javarro Russell, ETS

Feed 'em, Pay'em, then Trust Them to Carry On: Converting to Faculty-Driven Assessment
Lilly of the Valley

Bring your problems and share your stories about lack of "faculty buy-in" or the need for "faculty-driven" assessment. Then think about what those very terms imply about the process. We will present a success story of faculty involvement from the views of an administrator and a tenured faculty member. Next, we will discuss possible solutions to related issues raised by participants.

Josie Welsh, Arkansas University
Bob Bennett, Arkansas State University

Strand 1, Beginner

Assessing Your Assessment Plan

Bluegrass Room II

While most programs have assessment plans, not all plans yield information that is genuinely useful for improving student learning. This presentation will present the critical questions participants should ask about their assessment plan, from the learning outcomes themselves to the implementation and interpretation of their data. Reflecting on their own plans, participants will leave with an agenda for prompting discussion back on their campuses.

Susan Hatfield, Winona State University

Strand 1, Intermediate

Overcoming Challenges in Implementing Graduate Program Assessment (Panel Session)

Ballroom D

Assessment of graduate programs presents a unique set of challenges, such as overreliance on capstone assessment and meeting the requirements of disciplinary accrediting bodies. Each of our panelists will present an example from their institution on how they have addressed a particular challenge in graduate program assessment. We will then engage participants in a discussion on challenges and best practices in graduate program assessment in accredited and non-accredited disciplines, and identify areas for further research and work.

Sharon Walters, Southern Illinois University
Nan Yancey, Lewis University
Jion Liou, Lewis University
Tracy Bartholomew, Concordia University Chicago
Jen Sweet, DePaul University
Moderator: George Smeaton, Landmark College

Strand 1, Intermediate

12:00—2:00 PM

LUNCH/KEYNOTE

Making Assessment Matter to Student Learning and Success

Ballrooms A, B, & C

Understanding what students know and are able to do as a result of their college education is fundamental to student success and to the quality and effectiveness of American higher education. Yet many in the academy still view the assessment of student learning as an obligatory, externally imposed chore. This session focuses on what colleges and universities can do to move the assessment of student learning from an act of *compliance* to the effective *use* of assessment results to guide changes that foster stronger student and institutional performance. This session draws on the work of the National Institute for Learning Outcomes Assessment to highlight productive ways to think about and implement assessment work. Central to realizing its promise, assessment is best conceived as an institutional strategy, a core function of continuous improvement, and a means for faculty and staff to support effective institutional performance and enhancements in student learning and success.

Dr. Jillian Kinzie, Associate Director, Center for Postsecondary Research & NSSE Institute

2:15 – 2:45 PM

Maximizing the Concept of Storytelling in Assessment and Institutional Effectiveness Narratives

Triple Crown

Communicating assessment reports are important steps in closing the loop on assessment activities. Often, important assessment conclusions are communicated through ineffective narrative and format that are detrimental to a culture of assessment on our campuses. In most assessment presentations, the audiences are not immersed in the narratives because of disconnect between the content, setting and character of the audience. This session examines the concept of storytelling, its application to assessment narratives, and the opportunities of using creating assessment stories on our campuses.

Nicole Lewis, University of Hawai'i
Taiwo Ande, University of Mary Washington

Strand 4, Intermediate

A Framework for a Next-Generation Oral Communication Assessment in Higher Education

Blackberry Lilly

Oral communication has been identified as an important skill for college graduates by higher education institutions (AAC&U, 2011)
Strand 1, Intermediate
and the workforce (Hart Research Associates, 2015). This interactive session will discuss the process of developing a framework for a next-generation oral communication assessment. Key dimensions and challenges in assessing oral communication will be discussed. We will also explain how these key dimensions can be translated into an assessment with actionable data for institutions to support instructional improvement of students' oral communication skills.

Liyang Mao, Educational Testing Service
Katrina Roohr, Educational Testing Service
Lydia Liu, Educational Testing Service

Strand 1, Intermediate

How to Assess Student Readiness in the Health Professions: The CHARM Method

Crimson Clover

All institutions desire to describe their students as 'practice ready'. Authentic assessment with Objective Structured Clinical Examinations (OSCEs) measures student skills and knowledge in a real-life environment. A model, CHARM, represents the 5 areas critical to the role of a practicing health care professional (Collecting Information, Handing Over Information, Assessing, Recommending, and Monitoring). Checklist items can be assigned to one of these 5 categories to assess both student performance and curricular effectiveness while providing the basis for individualized student feedback.

Ashley Castleberry, University of Arkansas for Medical Sciences

Strand 1, Intermediate

Redesigning Annual University-Wide Alumni Survey

Lilly of the Valley

Alumni feedback is an important indicator of program quality and provides important data to multiple stakeholders. Often times numerous external stakeholders dictate survey specifics. The Office of Assessment Services (OAS) at Northern Illinois University (NIU) will present an overview of their experience leading a university-wide effort to redesign an alumni survey after one regulatory agency lifted requirements on specific alumni survey questions. Participants will learn how OAS headed redesign efforts and included campus-wide input and community feedback.

Chris Parker, Northern Illinois University
Laura Lyles, Northern Illinois University

Strand 4, Intermediate

Rubric Development for Interdisciplinary Curricula

Bluegrass Room I

James Madison University's Institute for Visual Studies (IVS) develops and delivers multidisciplinary, team-taught courses that focus on the production of visual content. In this session, I will give attendees an overview of a rubric that I am developing to assess the products students generate, regardless of the discipline. I will discuss the nature of the courses, the learning goals and objectives for IVS, the rubric itself, and ask participants to apply the rubric to samples of student work.

Daniel Robinson, James Madison University

Strand 3, Intermediate

The Drama behind the Ding: Confessions from Peer Reviewers in Assessment

Bluegrass Room II

For peer reviewers of any regional or professional accrediting body. After 25 years of assessment training and reviewing, why do we hold the dubious distinction as the number one cause of scheduled monitoring reports? Have you ever experienced (that other reviewer's) unreasonable demands for assessment during a site visit? Is there an alternative to the ding? Having assessed assessment practice nationwide and determined a rating of "below expectations," do peer reviewers have evidence that dings increase rates of authentic assessment? Remove all identifiers; then, share your stories.

Josie Welsh, Bucknell University

Strand 2, Intermediate

2:15—2:45 (continued)

Assurance of Learning: Engaging Faculty to Establish a Culture of Assessment

Ballroom D

Academic leaders are responsible for establishing an effective process for assessing student learning. When accrediting teams review an academic program, they determine whether the program has used assessment data to make meaningful changes for continuous improvement. This presentation will identify why assessment of student learning has reached an unprecedented level of importance in higher education and how one institution won the 2014 Council on Higher Education Accreditation's Award by engaging faculty to establish an assurance-of-learning culture.

Janna Vice, Eastern Kentucky University

Strand 4, Intermediate

2:45—3:45 PM

POSTER SESSIONS/SNACKS

You are invited to attend the poster session in the Magnolia Room located on the first floor off the lobby. Snacks will be provided. Poster sessions included are listed below.

You Can Do It: Tracking the Outcomes You Want Using ExamSoft

This presentation will demonstrate a method for tracking outcomes and accreditation requirements using secure testing software. The experience of an undergraduate nursing program's implementation of Examsoft as a testing platform of choice will be reviewed. Emphasis is placed on how the program utilizes a blueprint with categories within the software to code questions with benchmarks across multiple levels from course outcomes to national accreditation standards. This coding technique can be applied by any graduate or undergraduate program to track outcomes.

Mary Margaret Finney, Texas State University
Alisha Johnson, Texas State University

Strand 2

From VALUE Rubric to NLU University Level Outcome Rubric

See how an assessment task force at National Louis University successfully used AAC&U VALUE rubrics to created NLU specific rubrics for assessing Institutional level learning outcomes.

Kathleen Gorski, National Lewis University

Strand 1

Policies for Sustainable Assessment: Roles, Responsibilities, and Rewards

What policies support sustainable assessment at your university? At our decentralized, research-intensive university, we found the university and some colleges lacked clear policies and expectations, resulting in informal or ad hoc assessment practices. This poster session will share strategies and tools that our central office used to gather data about departmental assessment systems and then work with stakeholders to develop policies that clarify assessment roles and responsibilities, identify communication pathways, and recognize assessment in workload and annual review.

Kimberly Green, Washington State University
Elizabeth Carney, Washington State University

Strand 4

Citizen-Level Science Literacy: A Framework for Assessing and Improving Student Learning

Science literacy can be challenging to assess at the institutional level. This poster describes a straight-forward approach for assessing science literacy and using results to inform meaningful change. To ensure that graduates leave with adequate preparation in science for decision-making and civic affairs, our large public university uses Science Literacy Concept Inventory (SLCI) to assess basic science literacy. As part of an associated interest group, faculty discuss SLCI results and devise ways to target specific scientific misconceptions in the classroom.

Briana Keafer Morrison, *Washington State University*
Strand 1

Assessment of Community Engagement Learning Experiences: Connecting Courses to Community

Community engagement practices in college-level courses and programs serve as valuable tools for student learning as well as meeting the needs of local communities. Through application of theory to practice and development of professional skills, these learning experiences can help students apply important course content and strengthen their capacity to engage in and navigate challenges as members of communities. This poster session will examine the results of approaches to assessing community engagement in courses and programs.

Karen Mumford, *UW-Eau Claire*
Jennifer Fager, *UW-Eau Claire*
Cheryl Contant

Strand 1

2:45—3:45 PM (Posters continued)

Obtaining Actionable Assessment Findings from a Residential Summer High School Program

The presentation describes the outcome assessment process used for Landmark College's summer residential program designed for college-bound high school students with autism spectrum disorder, attention deficit hyperactivity disorder, or learning disabilities. Formulation of outcomes for a program of this nature, its residential and classroom outcome assessment, and its use of indirect student and parent assessment measures will be presented. Assessment tools and dissemination approaches will be shared. Applications to the assessment of other college-based summer programming will be discussed.

George Smeaton, *Landmark College*
Andrew Donahue, *Landmark College*

Strand 5

Strengths in Action: Co-curricular Student Leadership and Professionalism

Applying Strengths Finder qualities as a lens for assessing co-curricular learning in leadership and professionalism gives student a framework for self-reflection before, during after participating in an off-site experience in legislative professional service activities. Students participated in two pre-training sessions, created a self-assessment and attended a formative de-briefing session with peer and staff facilitators. Students reported how their known strengths influenced their experience and learning and how the experience may influence future educational and professional goals. Response themes and patterns identified will provide a base for on-going stunt co-curricular assessments and programming.

Noni Threinen, *Southern California University of Health Sciences*
Kevin Rose*, Southern California University of Health Sciences*
Samaneh Sadri, *Southern California University of Health Sciences*

Strand 5

3:45—4:45 PM

If You Notice Students Sinking, How Do You Help Them Swim? (Sponsored Session)
Triple Crown Room

This session will provide attendees with an review of the various reporting options enabled by ExamSoft platforms. It will also reveal key data points from recent in-house studies conducted within various user groups. Additionally, as it will be co-hosted by ExamSoft representatives and ExamSoft faculty users, attendees will hear strategies for best practices straight from educators themselves.

Carter Maddox, *ExamSoft Worldwide, Inc.*
Brandon Keck, *ExamSoft Worldwide, Inc.*

Performance-Based Assessment of Prior Learning: An Experiment in Improving the Value of PLA
Blackberry Lilly

This session will focus on increasing the validity and reliability of credit awarded for prior learning assessment through best-practice performance-based assessment. The model that the presenters will focus on is drawn from National Louis University, recently approved by the US Department of Education as an Experimental Site for PLA --this model, by design, is easily adapted by virtually any institution to expand and enhance prior learning assessment. The session will also examine how a rigorous PLA will both better serve adult students, and provide the foundation from which an institution can transition to competency-based education.

Marsha Watson, National Louis University
Judith Eroe, Grand Canyon University

Strand 1, Intermediate

Building Agency in Assessment across the Campus Through an Inter-Institutional Program
Crimson Clover

In this session, we will introduce the Assessment Certificate Program, a professional development series focused on building faculty and staff agency on assessment of student learning. This program is a collaboration between academic affairs and student affairs at two Chicago universities. We will discuss the structure and implementation of this successful initiative, including some of the early benefits we have observed. We will also demonstrate several of the engaged learning components that form the cornerstone of our workshops.

Jennifer Sweet, DePaul University
Shannon Milligan, Loyola University Chicago

Strand 5, Intermediate

Becoming a Change Agent: The C-R-E-A-T-E-R Process
Lilly of the Valley

This session will focus on how Havelock and Zlotolow's C-R-E-A-T-E-R model was employed to promote a change in the UK College of Pharmacy's peer evaluation of courses process. Starting from "ground zero" the presenter will explain how she perceived a problem in the previous review system and note the processes she used to acquire support from the curriculum committee and faculty to implement a radically different assessment process for course review. The session will focus on lessons learned and include considerable audience conversation.

Leah Simpson, University of Kentucky

Strand 4, Beginner

3:45—4:45 PM (continued)

Let's Get Real: Using Authentic Assessment within a Competency-based Education Model
Bluegrass Room I

Today's learners need ways to build skills and work toward credentials at any time, at any age, and apply them to an ever-changing landscape of personal goals. The traditional courses, credits, and credentials are already well-understood "currency" in our educational systems, but how can credentials earned through competency mastery become recognized as valuable and portable currency, particularly in the context of lifelong learning and employment? The answer depends largely on quality "authentic" assessments required to enable students demonstrate the knowledge, skills and abilities gained. This session will explore development of quality authentic assessments and share some of the innovative alternative pathways toward quality post-secondary credentials that are being explored at Rock Valley College.

Sharon Cooper, *Rock Valley College*
Lisa Mehlig, *Rock Valley College*

Strand 3, Beginner

A Model for Impacting Teacher Effectiveness
Bluegrass Room II

Higher education institutions strive for continuous improvement. For many instructors, the Teacher Course Evaluation (TCE) is the primary catalyst for assessing teacher effectiveness in the classroom. This data is used for merit review, promotion, tenure for tenure-track faculty, and decisions that need to be made for rehiring lecturers.   While the TCE data is important to administration, how can instructors truly assess their teaching and take action to improve student learning? What are some other methods instructors can add to their teaching portfolio to help in decision making processes? Representatives from the University of Kentucky will offer specific and unique methods of assessment faculty can utilize to aid in continuous improvement of their teaching. This presentation will share a model for impacting teacher effectiveness using multiple data sources.

Tara Rose, *University of Kentucky*
Beth Mosher Ettensohn, *University of Kentucky*
Sara Jewell, *University of Kentucky*

Strand 6, Intermediate

2015 Member Development Committee

This year 8 people participated in the AALHE Member Development Committee. We would like to take this time to thank them for their time, commitment, and enthusiasm. If you have interest in participating in this or any other AALHE committee, please contact Tara Rose (trose@aalhe.org).

- Jeremy Penn, Chair
- Shari Jorissen, Vice Chair
- Margaret Boorstein
- Elizabeth Carney
- Kimberly Green
- Anna Mrock
- Eric Riedel
- Sharon Walters

Emergent Assessment: Assessing Learning That We Don't Expect
Ballroom A

Traditionally, assessment has asked faculty to develop a set of expected learning outcomes and then to measure those to determine what students know and don't know. Faculty often are frustrated by this because they feel limited in what they are looking for in student learning. "Emergent Assessment" adds a dimension to traditional assessment processes by setting up a process where faculty can determine what students learn that is above and beyond the "traditionally set" learning outcomes. This session will explore this new area of emergent assessment, discuss how it can be used, how to help facilitate the process with faculty.

Catherine Wehlburg, Texas Christian University

Strand 1, Intermediate

Benefits and Challenges of Peer-Reviewing Test Items by Committee
Ballroom B

This session shares the process used by a faculty committee to peer review test items for a composite examination in a college of pharmacy. The examinations are administered approximately every two weeks and include content from most required courses in the curriculum. Participants will engage in a simulation of the test item review process to experience how the committee works to develop the examinations. Discussion will highlight successes and challenges in the process of reviewing this innovative examination.

Sharon McDonough, University of Tennessee College of Pharmacy
Shannon Finks, University of Tennessee College of Pharmacy

Strand 1, Intermediate

Understanding the Audience to Improve the Culture of Assessment (Panel Session)
Ballroom C

Join a panel of presenters who have collected information about faculty attitudes about assessment. We tailor messages, resources and training to meet the needs of faculty, staff, administration and students. We have meaningful results and stories to share. Please join the conversation!

Rebecca Dueben, Washington State University
Mary Miller, Baton Rouge Community College
Steven Hawks, University of Minnesota
Shannon LaCount, Campus Labs
Moderator: Kathleen Gorski, National Louis University

3:45—4:45 PM (continued)

Strand 4, Intermediate

Academic Library Contributions to Student Success: Documented Practices from the Field
Ballroom D

Learn about a synthesis of assessment projects at over 70 higher education institutions, each conducted by teams from the library and other units. These projects, from the first year of Assessment in Action: Academic Libraries and Student Success, resulted in promising and effective approaches to demonstrating the library's value to students' academic success. Contribute your best thinking as we design a new systematic multi-institutional research investigation to help libraries make stronger claims about the value they bring to their institutions.

Kara Malenfant, Association of College and Research Libraries
Karen Brown, Dominican University

5:00—5:30 PM

Strand 5, Intermediate

Gobbledygook: How to Talk about Assessment with Faculty, Administrators, Students and Staff
Triple Crown Room

An idea is only as good as anyone's understanding of it. Assessment is such a complicated topic at higher education institutions. Everyone has a different understanding of it. How do you successfully navigate the waters and have meaningful conversation with a wide variety of individuals across an institution while maintaining consistency and coherence. Many assessment projects never get off the ground or they fall apart easily because they lack clearly communicated goals that are accepted and understood by the broad range of constituents necessary for success - including faculty staff administrators and students. This session provide practical hints tips and advice for successful and conducting these conversations. Examples from three institutions will be shared. If your project is stuck in the mud perhaps a clear communication strategy can help!

Michael Simmons, University of North Texas

Strand 4, Intermediate

Leadership Styles and Problem Solving in Understanding Student Learning

Blackberry Lilly

Leadership and problem-solving styles of individuals play a large role in facilitating progress, or the lack of progress in understanding and documenting student learning. Individuals will take a brief leadership survey to understand their particular style in addition to others as described in Bolman and Deal's Four Frames of Leadership. Through a case study, the application of this knowledge will be used to demonstrate how to generate useful and meaningful information and create positive change to improve student learning in general education.

Dave Veazey, Pacific Lutheran University & Pacific Northwest Learning Consortium

Strand 4, Intermediate

Merging Multiple Data Sources to Map Learning Outcomes

Crimson Clover

This interactive session will discuss methods for mapping learning outcomes and competencies using multiple data sources. Participants will engage in an exchange surrounding strategies to track and map learning outcomes from written and practical assessments. Presenters will share advantages and disadvantages of using multiple pieces of software and share techniques to combine data sources into one cohesive competency based tracking system that can be used for data driven decision making and curricular improvement at your institution.

Sarah Zahl, Marian University
Sherry Jimenez, Marian University

Strand 6, Beginner

Assessment Leadership: Leading Change to a Culture of Assessment

Bluegrass Room I

This session will focus on leading change to achieve an institution-wide culture of assessment. Schein's Organizational Culture Model provides the framework for effectiveness in leading cultural change efforts. Key components include developing a cadre of assessment leaders and utilizing a mixed-methods approach to collect both qualitative and quantitative data. This approach will identify barriers and provide a method to overcome resistance to change: helping to achieve a culture of assessment.

Patricia Maggard, Air University, Spaatz Center
Patricia Roberson, Air University

Strand 4, Beginner

5:00—5:30 PM (continued)

When Standardized Tests Tell a Sorry Story
Bluegrass Room II

With a student population increasingly underprepared for college, how does an institution use valid assessment data to counteract standardized scores that fall below the norm? This session will focus on the appropriate use of direct and indirect assessment data to counter low means of standardized testing data to show valid learning and value-added learning.

Janet Thiel, Neumann University

Strand 3, Intermediate

The Current State and Future Directions of Higher Education Inter-Cultural Competency Assessments
Ballroom A

Inter-cultural competency (ICC) has been identified as an important skill for college graduates by higher education institutions (AAC&U, 2011) and the workforce (Hart Research Associates, 2015). This interactive session will summarize: (a) key dimensions proposed by theorists from over 25 theoretical frameworks, (b) the limitations of previous assessments of ICC in higher education, (c) the unique challenges presented by the ICC construct, and (d) the opportunities of leveraging technology for authentic assessment of ICC.

Joseph Rios, Educational Testing Services
Liyang Mao, Educational Testing Services

Strand 1, Intermediate

Using Peer Instructors to Design and Implement Online Self-Assessments
Ballroom B

Peer tutors are offered by many programs, but can be underutilized. In a graduate level course, this underutilization was addressed by training peer instructors to create online quizzes for use as optional formative assessments. The benefit was assessed by comparing quiz and exam performance. Students who took quizzes subsequently did better on exams and outperformed other students. Session participants will learn how to develop and add this useful process to their self-directed learning toolbox.

Melinda Lull, St John Fischer College Wegmans School of Pharmacy

Jennifer Matthews, St John Fischer College Wegmans School of Pharmacy
Jane Souza, St John Fischer College Wegmans School of Pharmacy

Strand 1, Beginner

Assessment of Fuzzy Outcomes
Ballroom D

Sometimes the outcomes we want to assess are changes that occur over a long time, like the evolution of ethics. Others are too general to be fully captured with one-off assessments, like writing ability. We give examples of from Eckerd College's general education program and describe our attempts to assess such "fuzzy" outcomes, including 1st/4th year common assessment for longitudinal change, college-wide "panopticon" assessment, and portfolio review as a threshold requirement.

David Gliem, *Eckerd College*
David Eubanks, *Eckerd College*

Strand 1, Intermediate

6:00 PM

NETWORKING DINNER

(Open to Everyone)

We invite you to join us for a evening of assessment talk and comradery. The group will meet in the Hilton Lexington/Downtown lobby at 6 PM. From there, they will take a short walk to dinner at the restaurant(s) of everyone's choice. The cost of dinner is the responsibility of the attendee. **To ensure seating, please sign up in advance at the registration table by 3 PM on Tuesday afternoon.**

Wednesday, June 3, 2015

7:00—8:00 AM

BREAKFAST
Pre-function area

Please join us for breakfast in the Pre-function area outside of Ballroom A.

7:00—7:45 AM

2016 Conference Planning Conversation

Triple Crown Room

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

8:00—8:30 AM

BUSINESS CARD EXCHANGE
Please join attendees in the sponsor hall area for networking . The session will begin immediately following the business meeting.

8:30—9:30 AM

Performance Assessment in Academic Libraries through Campus Collaboration

Triple Crown Room

Librarians and classroom faculty share the common goal of developing students' research abilities. This session will describe a collaborative approach to performance assessment of information literacy learning outcomes, one of our general education competencies. Through collaboration with faculty, we create an assessment that aligns course requirements with information literacy learning outcomes, and that can be applied across disciplines, departments, teaching formats, and class sizes. We will model the assessment process, and participants will use our rubric to score sample responses.

Deborah Sharp, University of Kentucky
Beth Fuchs, University of Kentucky

Strand 1, Intermediate

Easy Predictors

Blackberry Lilly

Leadership and problem-solving styles of individuals play a large role in facilitating progress, or the lack Many institutions have moved beyond "where's my data?" to "okay, now what does it mean?" This session provides live demonstrations of how do to this, using a free cloud-based service that streamlines the workflow in finding predictors in small or large data sets. We will first explore the characteristics of Titanic survivors and build a predictive model, and then move on to educational data, to predict grades, retention, etc. You *can* try this at home.

David Eubanks, *Eckerd College*

Strand 6, Intermediate

Creating Research Questions and an Evidence Inventory to Guide Curriculum Review

Crimson Clover

A challenge associated with curricular review is identifying possible sources of evidence to support a meaningful assessment of the curriculum. This workshop will demonstrate how fundamental questions posed as part of the review process can be aligned with specific sources of evidence. For example, this session will present ways to research questions such as: Are course learning outcomes, teaching strategies and assessments in alignment? The presenters will share an evidence inventory used to guide the curriculum review process at two institutions.

Jane Souza, *St. John Fischer College*
Richard O'Brocta, *South University*

Strand 1, Intermediate

Learner-Centered Assessment: Opening New Channels for Student Voice

Bluegrass Room I

As higher education shifts from an instructional to a learning paradigm, how can students be given greater voice in the assessment process? What instruments and practices can be leveraged to open up new channels for learner engagement and feedback? This presentation provides evidence supporting the use of student self-evaluations, peer assessments, capstone experiences, and student end-of-course surveys to successfully measure student learning outcomes and dispositions and to provide high-quality data for continuous institutional improvement.

Shawntel Landry, *American College of Education*
Lana Sloan, *American College of Education*

Strand 6, Intermediate

8:30—9:30 AM (continued)

Using Distributed Leadership to Advance Assessment: Leveraging Expertise, Position, and Influence

Bluegrass Room II

At any institution, assessment needs and challenges are pervasive, distinctive and multifaceted. We investigate a distributed leadership model where multiple people are responsible for and engaged in assessment work. This model has advantages and disadvantages in working towards furthering an assessment culture. Distributed leadership provides opportunities for shared high expectations and for differentiated support in meeting those expectations. Participants identify potential leaders, the benefits of their different perspectives, expertise and sphere of influence and how collaboration and distributed leadership can advance meaningful assessment.

Susan Donat, Messiah College
Jennifer Fisler, Messiah College
Robin Lauermann, Messiah College

Strand 4, Intermediate

Do I Matter? Assessing Co-curricular Programs with the University Mattering Scale (UMUM-15)

Ballroom A

Students with a strong sense of mattering have higher self-esteem, higher academic self-efficacy, are more likely to seek help, and may be more likely to succeed in college. This session describes the longitudinal use of the newly-developed Unified Measure of University Mattering with new students in a large Division of Student Affairs. We will examine how mattering is related to participation in co-curricular programs, evidence for validation of the scale, and how other institutions might make use of the instrument.

Jeremy Penn, North Dakota State University
Strand 5, Intermediate

2015 Member Services Committee

This year 12 people participated in the AALHE Member Services Committee. We would like to take this time to thank them for their time, commitment, and enthusiasm. If you have interest in participating in this or any other AALHE committee, please contact Tara Rose (trose@aalhe.org).

- *Catherine Wehlburg, Chair*
- *David Eubanks, Vice Chair*
- *Fashaad Crawford*
- *Ed Cunliff*

- *David Dirlam*
- *Jean Downs*
- *Becky Deuben*
- *David Eubanks*

- *Joan Hawthorne*
- *Lisa Mehlig*
- *Christine Robinson*
- *Susan Wood*

9:50—11:00 AM

PLENARY

Forward-Looking Assessment: Using Finding to Innovate, Create and Design
Ballrooms A & B

Learning assessment has traditionally looked at findings through a historical lens, examining evidence against 'best practices.' While looking at the past successful ways of doing things is valuable work, what are the thoughtful approaches to use findings to look forward? In other words, how do we get faculty and student support leaders in a culture to innovate to better understand problems, generate new ideas, and evaluate creative solutions? In this session, we will explore some proven and emerging techniques to get your learning team into new territory and to help them learn and grow in their ability to generate ideas to improve learning in a powerful way.   Specifically, we will walk you through some approaches for sparking inspiration to discover new ways of looking at learning, moving your team to the next level, to a culture to routinely innovate. The output will be a collection of ideas to solve learning challenges that are most important to you.

In this session, participants will: (1) Apply techniques to find innovative solutions to real learning problems; (2) Explore ways to create and foster a culture of innovation in learning; (3) Create ways to bring your ideas to improve learning to life.

Dr. Robert Pacheco, *Dean of Institutional Effectiveness, MiraCosta College*

11:00 AM—Noon

INTERACTIVE CONFERENCE FINALE
Ballrooms A & B

Join fellow attendees to summarize important conference take-aways and reflect on the AALHE 2015 conference via a 3-way interview activity. (Note: you can also use this activity on your campus during different parts of the assessment cycle, particularly during interpretation of results and creation of an improvement plan.)

Stay until the end to be eligible for a multiple prize giveaways including a **FREE REGISTRATION TO THE 2016 AALHE CONFERENCE** in Milwaukee, Wisconsin.

Lead Facilitator: Monica Stitt-Bergh, *University of Hawaiʻi at Mānoa*
Facilitator: Taiwo Ande, *University of Mary Washington*
Facilitator: Leah Simpson, *University of Kentucky*

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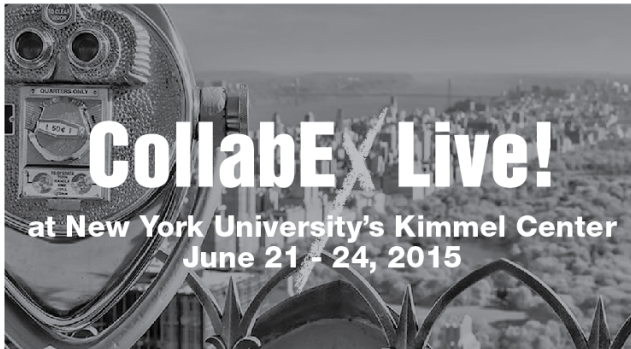
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Susan Wood, Doña Ana Community College

Lexington Visitor's Guide

Nearby Attractions in Lexington

Artsplace - .2 mile / 2minutes: Enjoy art exhibits, concerts and dramatic performances as well as many workshops.
161 North Mill, (859) 255-2951

Ashland: The Henry Clay Estate - 1.8 miles / 5 minutes: A visit to this former home of Henry Clay, a U.S. statesman, orator and presidential candidate, will provide visitors with a first-hand look at 19th century life. The tour also includes a period garden and six outbuildings.
120 Sycamore Road, (859) 266-8581

Explorium Lexington Children's Museum - 0.5 mile/ 2 minutes: Unique hands-on 14,000 square foot museum encourages kids to explore their world through a variety of exhibits, from an "archaeological dig" to giant soap bubbles.
440 W. Short Street, (859) 258-3253

Hunt-Morgan House - 0.8 mile/ 2 min: John Wesley Hunt, Kentucky's first millionaire, built this Federal-style residence in 1814. This fully restored house contains many family possessions, and includes a Civil War museum on site.
201 North Mill Street, (859) 233-3290

Keeneland Race Course - 5.8 miles / 10minutes: Keeneland Race Course features the finest in horse racing action for two three - week racing seasons April & October. During the off season, this National Historic landmark offers a chance to watch work-outs on the track and also houses one of the most extensive thoroughbred libraries in the world.
4201 Versailles Road, (859) 254-3412

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

4089 Iron Works Parkway, (859) 233-4303

Lexington Opera House - 0.4 mile / 1 minute: The Marx Brothers, Mae West and Helen Hayes once graced the stage at this 1887 Lexington Opera House. Call for information on upcoming performances.
401 West Short Street, (859) 233-4567

Mary Todd Lincoln House - 0.7 mile / 2 minutes: This Georgian-style brick structure was the home of the Todd family in the early 1800's. The home has been restored and contains many Todd and Lincoln personal items and other period furnishings.
578 West Main Street, (859) 233-9999

Red Mile Harness Racetrack - 1.4 miles / 4 minutes: The oldest race course in Lexington is also the fastest harness track in the world. The Red Mile Harness Track hosts live races during the spring and fall.
1200 Red Mile Road, (859) 255-0752

Whitaker Bank Ballpark - 3.7 miles / 9 minutes: Home of the Lexington Legends baseball team.
207 Legends Lane, (859) 422 -7867

Nearby Dining in Lexington

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

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

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

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

Cheapside Bar & Grill – 0.3 miles: Bar/pub food. Entrees $6 - $19.
131 Cheapside, (859) 254-0046.

Distilled at Gratz Park – 0.4 miles: Regional cuisine. Entrees $20 -$34.
120 West Second Street, (859) 255-0002

Dudley's – 0.3 miles: American faire. Entrees $16-$36.
259 West Short Street, (859) 252-1010

Joe Balogna's – 0.4 miles: Pizza and pasta. Entrees $8 - $14.
120 West Maxwell Street, (859) 252-4933

Limestone Blue—0.4 miles: Sandwiches, Mac & Cheese of the Day. Entrees $6—$10
133 N. Limestone, (859) 367-0133

Jefferson Davis Inn— 0.4 miles: American. Entrees $8—$15
319 Cedar Street, (859) 246-0099

Le Deauville—0.5 miles: French. Entrees $25—$35
199 N. Limestone, (859) 246-0999

Natasha's – 0.5 miles: International cuisine. Entrees $10 - $20.
112 Esplanade, (859) 285-2754

Nick Ryan's Saloon – 0.3 miles: American bar/pub food. Entrees $12 - $29.
157 Jefferson Street, (850) 233-7900

Parlay Social – 0.3 miles: Upscale bar/pub food. Entrees $9 - $15.
257 West Short Street, (859) 244-1932

Pazzo's—0.6 miles: Pizza and pub food. Entrees $5—$10
385 South Limestone, (859) 255-5125

Portifinos – 1 mile: Italian. Entrees $15 - $38
249 East Main Street, (859) 253-2488

Sawyer's – 0.1 miles: American food/best burger in town.
Entrees $5 - $10.
325 West Main Street, (859) 281-6022

Shakespeare's – 0.3 miles: Everything. Entrees $9 - $29.
367 West Short Street, (859) 367-0413

Stella's – 0.5 miles: American. Entrees $7 - $10.
143 Jefferson Street, (859) 255-3354

Starbucks—0.1 miles: Coffee.
325 West Main Street

Table Three TEN—0.3 miles: Various cuisine using only locally grown and raised food. Entrees $9—$19
310 West Short Street, (859) 309-3901

The Local Taco— 0.5 miles: Tacos
315 S. Limestone, (859)523-3700

The Village Idiot— 0.2 miles: Eclectic cuisine. Entrees $12—25
311 West Short Street, (859) 252-0099

Tin Roof—0.5 miles: Pub food. Entrees $5—$10.
303 South Limestone, (859) 317-9111

Tolly—Ho—0.5 miles: Burgers, sandwiches and sides. Open 24 hours. Entrees $5—$10.
606 South Broadway, (859) 253-2007

Willie's Locally Known—1.2 miles: Barbecue. Entrees $5—$10.
805 North Broadway, (859) 281-1116

Notes