Sunday, November 4, 2018

Time: 12:00 - 5:00 pm

Pre-Conference Event	Giorgio's Room

Symposium: HBCU Institutional Effectiveness   *Leveraging Assessment to Tell Your Story*

The Virginia Assessment Group and Educational Testing Service are proud to sponsor the launch of a new professional learning community. Designed for HBCUs, this IE Symposium will bring together faculty and administrators with assessment responsibilities or oversight. This symposium will contribute to the development of a professional learning community for HBCUs around the assessment and understanding of institutional impact on the teaching and learning process.

As a pre-conference event to the Virginia Assessment Group Annual Conference, the symposium will begin with a structured session on describing your current infrastructure for conducting assessment work. From there, we will review and discuss the areas of your assessment processes that are going well and those that could use extra resources. This review will be followed by a presentation and discussion of resources available to assist you and your institutions.

Colleagues will work together to create the goals and directions for the development of a learning community for ongoing support, sharing, and celebrating your stories.

Presenters: A. Clifton Myles; Javarro Russell; Willie L. Todd, Jr.; Sasha Johnson

Sunday, November 4, 2018

Time: 1:00 - 4:00 pm

Pre-Conference Event	Gallery Room

Workshop: Creating Rubrics from Scratch to Assess Learning

Members of the JMU Assessment Community will lead a workshop that will assist faculty and assessors in the creation of local rubrics. Faculty will work in teams to develop a rubric and we encourage faculty to come to the workshop with the skill or competency they are most interested in such that they can create something useful for their work. This workshop will cover rubric design, trait analysis, proficiency rankings and other descriptors that allow faculty to review student work creatively.

Presenters: Kathy Clarke, James Madison University Libraries & Educational Technologies (LET); Gretchen Hazard; and John Hathcoate.

Sunday, November 4, 2018

Time: 5:30 – 7:00 pm

Opening Reception & Poster Session	Giorgio's Room

Posters

It does exist! Hunting for meaning in the NSSE

A model for analyzing student responses to the civic engagement module of the NSSE is proposed in order to help other institutions better understand the types of experiences students are having at both local and national levels.

Presenter(s): Maddison Miles, James Madison University; Thomas A. Hartka, James Madison University; Kierra N. Jackson, James Madison University; Dena A. Pastor, James Madison University

Let's talk about attitudes: What predicts first-year oral communication competence

The ability to competently engage in oral communication is one of the most frequently identified learning outcomes that universities hold in common for all students. Understanding factors related to students' oral communication competence is critical in order to plan interventions for assessing and promoting student success. In the current study, we investigated the relationship between attitudes toward communication and students' competency on a 100-item course-embedded communication assessment. After controlling for gender and entering ability, we examined whether attitudes toward communication predicted first-year students' speech communication competency. Implications for speech communication instructors and assessment professionals will be presented.

Presenter(s): Kathryn Thompson, James Madison University; Briana Craig, James Madison University; Brian C. Leventhal, James Madison University; S. Jeanne Horst, James Madison University; Timothy Ball, James Madison University

Detection of Differential Item Functioning in the Ethical Reasoning Identification Test

At James Madison University, an educational initiative team known as Ethical Reasoning in Action aims to address common ethical considerations by using the Ethical Reasoning Identification Test (ERIT). To make valid inferences from the ERIT, items should be invariant with respect to test-taker characteristics beyond student ability, such as sex and ethnicity. This session addresses differential item functioning (DIF) for ERIT items. The detection of DIF poses a threat to validity and test fairness, requiring critical item level evaluation and sensitivity analysis.

Presenter(s): Nicole Zapparrata, James Madison University

Monday, November 5, 2018
Time: 7:30 – 8:30 am

Continental Breakfast   Rotunda AB

Monday, November 5, 2018
Time: 8:30 – 9:30 am

Welcome & Opening Plenary   Rotunda AB

Monday, November 5, 2018
Time: 9:40 – 10:40 am

Concurrent Session 1   Breakout Rooms

Individual-or-panel-presentation

Concurrent Session #1a.   Gallery A

Engaging Faculty in Peer-to-Peer Feedback: Assignment Design Charrettes
Most educators would agree that assessing student learning is important, but sometimes we need to take a step back and examine how students are being asked to demonstrate learning. If an assignment is poorly designed, then students may not be able to show the true level of their abilities. In this session, presenters will discuss how they have supported faculty through the NILOA model for assignment design workshops (also called "charrettes"). Presenters will describe the model and share how they have used it at campus, regional, and state levels to engage faculty in authentic conversations about teaching, learning, and assessment.

Presenter(s): Jodi Fisler, State Council of Higher Education for Virginia (SCHEV); Kelsey Kirland, Old Dominion University

Concurrent Session #1b.   Gallery B

Mapping and Assessing Cultural Intelligence Across the Curriculum
This presentation will indicate how deep at times one must drill down in order to get assessment data that can more fully inform institutional initiative and the outcomes the initiative is intended to address. The context is the recent establishment by the institution of a culturally responsive institutional outcome as the stated medium term vision of that institution.

Presenter(s): Robert Talley, Liberty University

Concurrent Session #1c.   Gallery C

<u>Assessing Learning Outcomes in Academic Libraries: Adapting the Project Outcome Model</u>
Meaningful learning happens outside the classroom and a body of robust inquiry shows positive connections between academic libraries and student learning and success. The Association of College and Research Libraries (ACRL) has partnered with the Public Library Association (PLA) to develop a version of the PLA's Project Outcome, a free online toolkit that helps libraries measure outcomes and use the results to identify opportunities for change and act on them. Attend this session to learn about Project Outcome's work to shift the library field towards an outcome measurement and how ACRL is adapting this model to meet academic needs.

      <u>Presenter(s)</u>: Eric Ackermann, Radford University; Sara S. Goek, ACRL Program Manager; Emily Plagman, Public Library Association

Gold Sponsored Session

Concurrent Session #1d.   Giorgio's Room

<u>Finding Your Best Fit: Tips for Assessment Training</u>
Is educating faculty and staff on effective assessment practices part of your role? Successful assessment education can create collaborative and productive IE processes that result in valuable data that units can act on. However, every campus and program has a unique personality and process, and the approach to creating an active culture of assessment is just as varied. Come join this interactive session where we will share and discuss some very practical strategies to teach effective assessment practices. Topics will include: training models, the assessment professional's role in training, challenges with training, potential solutions for these challenges, along with tips and resources to improve training. This collegial share session will provide attendees with ideas on all aspects of training, as well as the opportunity to share with and learn from other attendees. Find out about other resources that will help you to be sure your culture of assessment is truly leading to the improvement of teaching and learning on your campus.

      <u>Presenter(s)</u>: Dr. Ray E. Van Dyke, Senior Vice President, Weave
Former Executive Director of Assessment and Evaluation, Virginia Tech

Monday, November 5, 2018
Time: 10:50 – 11:50 am

Concurrent Session 2   **Breakout Rooms**

Scholarly-papers

Concurrent Session #2a.   Giorgio's Room

<u>Humanizing the assessment process: How R.A.R.E. model informs best practice in educational assessment</u>

Assessment professionals in higher education are a diverse group of individuals with a wide range of professional backgrounds and training experiences. The authors of this paper, who presently serve in assessment leadership positions at their respective universities, share a common professional background: interpersonal counseling. The discussion will focus on how the authors' training in humanistic and postmodern counseling have informed their R.A.R.E. practice as higher education assessment professionals through facilitating positive, participatory relationships with faculty and staff on campus.

Presenter(s): Emilie Clucas Leaderman, Santa Clara University; Gina B. Polychronopoulos, Christopher Newport University

Civic engagement assessment: Considerations is measuring college students' political participation
Because voting is the quintessential political behavior, politically-oriented civic engagement assessments often include items inquiring about voting behavior. Item formats vary across assessments, with some inquiring about voting behavior in the past year, others asking about intentions to vote in the future, and others asking respondents if they perceive voting as an important activity. Other approaches provide the actual voter registration and voting rates of students based on publicly available data. This presentation will weigh the advantages and disadvantages of these approaches and also consider behaviors beyond voting essential for a comprehensive assessment of political participation.

Presenter(s): Dena Pastor, James Madison University

Exploring the relationship between engagement subtypes and value-added scores in undergraduate students at a public four-year university.
The authors of this paper will explain the various ways in which student engagement has been defined and measured throughout the literature, as well as the methods they have used to assess student engagement in educational settings from their experience as assessment professionals. They will discuss the results and implications of their study, which examines the relationships between different types of student engagement (i.e., behavioral, cognitive, and emotional) and value-added scores on the CLA+ for undergraduate students.

Presenter(s): Jason Lyons, Christopher Newport University; Gina B. Polychronopoulos, Christopher Newport University

Capturing Transfer Student Success
This session will provide insight into how a two year community college with a high rate of transfer measures transfer success. Discussion will include how the data is obtained, the methodology behind the research, and how a similar institution can apply these methods.

Presenter(s): Jolene Hamm, Piedmont Virginia Community College

Individual-or-panel-presentations

Concurrent Session #2b.   Gallery A

<u>New tools to holistically assess courses for learner-centeredness from design to implementation</u>
As part of the University of Virginia's launch of a new GenEd curriculum, its assessment committee proposed a holistic set of measures to determine whether its cornerstone courses were aligned with learner-centered best practices. Rather than employing assessment tools for purely summative purposes, the committee wanted to design studies to provide formative feedback to the program and its faculty. To this end, we coupled an internationally-recognized syllabus rubric with an original criterion-referenced course evaluation instrument. Both tools investigate learner-centered criteria such as learning outcomes and assessment activities, and when coupled together can determine if the course's design was effectively implemented.

    <u>Presenter(s)</u>: Bo Odom, University of Virginia

Concurrent Session #2c.   Gallery B

<u>Overcoming assessment challenges: Assessment for learning and continuous improvement</u>
In assessment a considerable shift in thinking has occurred from assessment of learning to assessment for learning and continuous improvement that goes beyond the mere closing of the traditional assessment loop. The purpose of this proposed presentation session is to share strategies and activities an institution of higher learning adopted to overcome assessment challenges and promote an institution-wide assessment culture that promotes: assessment for validation and improvement; and faculty engagement in intentional assessment for learning and continuous program improvement.

    <u>Presenter(s)</u>: Justina Osa, Virginia State University; Angela Henderson, Virginia State University; Benedict Uzochukwu, Virginia State University

Gold Sponsored Session

Concurrent Session #2d.   Gallery C

    <u>Presenter(s)</u>: Keston Fulcher, James Madison University

Monday, November 5, 2018
Time: 12:00 – 1:00 pm

Lunch & Business Meeting   Promenade Ballroom

Monday, November 5, 2018

Time: 1:15 – 2:15 pm

Concurrent Session 3	Breakout Rooms

Individual-or-panel-presentations

Concurrent Session #3a.	Gallery A

Designing Learning Outcomes that will Bloom!
Writing Program Learning Outcomes (PLOs) can be challenging for both the novice and seasoned. In light of this, the session will begin with a foundational description of the purpose and function of PLOs. Building on this will be a discussion of the standard structure of PLOs and relatedly an examination of Bloom's Taxonomy. Then we'll delve into the more technical nuances of PLO wording. Lastly we will consider PLOs within their larger academic context. Participants will also have opportunities throughout the session to practice the concepts discussed.

   Presenter(s): Brandon Moore, Liberty University

Concurrent Session #3b.	Gallery B

Developing Leadership While Demystifying Assessment
The significance of faculty involvement in assessment has been a national conversation, and institutions have various pathways for engaging faculty in assessment. Yet, how are we moving beyond engagement to faculty empowerment to lead movements for assessment and instructional improvement? How might we develop leadership while equipping faculty with knowledge, skills and appreciation of assessment? In this session, an integrated approach for faculty assessment and instructional leadership development centered on Kouzes and Posner's (2017) five practices of exemplary leadership will be highlighted along with plans for ongoing support as faculty lead Longwood's Civitae Core assessment and improvement.

   Presenter(s): Linda Townsend, Longwood University

Concurrent Session #3c.	Gallery C

Best practices in creating, launching, and communicating rubrics and instructional prompts, as well as best practices in providing grading feedback.
The goal of this session is to share best practices in creating, launching, and communicating rubrics and instructional prompts that align with a corresponding course assignment, as well as best practices in providing grading feedback to students that guides improvements for future work. Examples of rubrics and instructional prompts will be shared and participants will be given an opportunity to edit a rubric and instructional prompts using the skills learned in the session.

   Presenter(s): Skip Kastroll, Liberty University; Dr. Bill Wheeler, Liberty University (retired); Tim Fowler, Liberty University

<u>Effective and compelling Information Literacy for SCHEV reporting: What do Virginia librarians want this to look like?</u>
As institutions move forward to meet new SCHEV mandates, conversations are beginning both on campuses and between campuses on how to tell our stories. Librarians and faculty are at work on many Virginia campuses thinking through how to talk about student information literacy skills and competencies. In this session, four librarians from across the Commonwealth will share their reporting plans and uses of assessment data to improve student learning, skills development, and competencies. We will explore with session participants effective reporting and use of assessment results.

   <u>Presenter(s)</u>: Kathy Clarke, James Madison University; Candice Benjes-Small, College of William & Mary; Jennifer Whicker, Radford University; Meridith Wolnick, University of Virginia

Monday, November 5, 2018
Time: 2:30 – 3:30 pm

Concurrent Session 4   **Breakout Rooms**

Scholarly-papers

Concurrent Session #4a.   Giorgio's Room

<u>Culturally Sustaining Assessment: Praxis To Advance Justice Against Isolation and Disconnection</u>
This session presents Relational-Cultural Theory (RCT), a social justice psychology framework, to build on notions of culturally responsive assessment as a critical component in seeing oneself in the very practice of learning. Further, RCT assists in distilling the overarching goals of sustaining cultural fluidity as experienced by the members of a minoritized culture, rather than through a static ideology derived by the dominant culture, into promoting dynamic and authentic human connections across cultural boundaries. This makes a case for a shift toward culturally sustaining pedagogy in higher education assessment to promote restoration of historically erased communities in U.S. education.

   <u>Presenter(s)</u>: Kristen Shrewsbury, James Madison University

<u>How to measure institutional effectiveness in supporting faculty productivity and how to apply the same approach elsewhere in higher education</u>
How can institutional effectiveness be measured? This presentation shares an approach that was used to measure institutional performance in the support faculty research productivity. While its goal was to understand what institutional factors most help or hinder faculty success in producing new scholarship, its methodology has the potential to be applied to a wide variety of areas across of higher education.

   <u>Presenter(s)</u>: Michael Rawls, Virginia Commonwealth University Libraries

Academic Program Review: Examining the Experiences of Faculty Members Serving as Internal Peer Reviewers

What can assessment professionals do to build, guide, and improve internal peer review? This session will highlight the benefits of utilizing internal peer reviewer teams as part of a comprehensive Academic Program Review process. The presenters will share the results of a recently completed empirical study involving 14 faculty members who served as members of internal peer review teams. Participants were interviewed about their experiences regarding (1) the internal peer review process, (2) the value of internal versus external peer reviews, and (3) the motivation for engaging in this type of service.

Presenter(s): Hannah Davis, Virginia Tech; Katherine Biddle, Carilion Clinic; Molly Hall, Virginia Tech

Individual-or-panel-presentations

Concurrent Session #4b.	Gallery A

Comprehensive reform calls for comprehensive assessment: GenEd changes at UVA

In Fall 2017 the University of Virginia began the pilot implementation of its new general education program, the New College Curriculum, designed to modernize the University's approach to liberal education. To support the burgeoning program, a faculty-led committee was assembled to design and implement a comprehensive, rigorous assessment of the program focusing on soundness, impact, and outcomes. In this session we will describe this assessment plan and current results, as well as how those results have been used so far. Additionally, we will discuss lessons learned and challenges experienced in the process of conducting an ambitious faculty-led program assessment.

Presenter(s): Bo Odom, University of Virginia

Concurrent Session #4c.	Gallery B

Let Google Do That For You: Using Google Data Studio to visualize your data

As assessment professionals know, we often have to present complex data in clear and engaging ways. Google Data Studio Beta is an up-and-coming addition to the Google Apps Suite that helps us achieve that balance between narrative and numbers. Google Data Studio is a collaborative tool that can help build interactive data visualizations. In this presentation we'll discuss the pros and cons of this collaborative and interactive tool to help you decide if it's the right fit for your data presentation needs.

Presenter(s): Audrey Richardson, Georgetown University

Concurrent Session #4d.	Gallery C

President's Forum: Culturally Responsive Assessment and Evaluation

In January 2017, the National Institute of Learning Outcomes Assessment (NILOA) published Occasional Paper #29, "Equity and Assessment: Moving Towards Culturally Responsive Assessment." The paper argues for an intentional focus on conducting learning outcomes assessment in ways that recognize and support the needs of our increasingly diverse student populations while attending to issues of equity. This session will introduce the concepts and issues around culturally responsive assessment and

program evaluation, and provide a forum for discussion of the state of knowledge and considerations for practice.

Presenter(s): Dr. Stephanie Foster, 2018 President, Virginia Assessment Group

Monday, November 5, 2018
Time: 3:30 – 3:45 pm

Coffee Break

Monday, November 5, 2018
Time: 3:45 – 4:45 pm

Concurrent Session 5   Breakout Rooms

Individual-or-panel-presentations

Concurrent Session #5a.   Gallery A

Improving the process of Assessing Assessment at Christopher Newport

How does your campus assess your assessments? What does this review look like? Is it effective? This session will describe the process of meta-assessment used at Christopher Newport to monitor the effectiveness of our academic and administrative assessment and will discuss the improvements we expect to observe in our meta-assessment process following the adoption of a monitoring report system.

Through a discussion of the changes we have made to meta-assessment at CNU, we hope to illustrate an effective way to conduct reviews of the assessment process. Participants will have the opportunity to share their own experiences with the meta-assessment process.

Presenter(s): Jason Lyons, Christopher Newport University

Concurrent Session #5b.   Gallery B

Learning Center Assessment as Bricolage: Interdisciplinary assessment for academic support programs

Academic support programs like Learning Centers present an interesting problem for assessment professionals and other learning improvement stakeholders. How do you measure your support of student learning? This question is important as academic support programs increase across college campuses. Bricolage is the art of using available tools for purposes other than what they were intended. Using the James Madison University Learning Centers as an example, the presentation identifies ways which faculty and assessment professionals can act as bricoleurs; repurposing the information, data, and

other available learning assessment tools for their own purpose of assessing their support of student learning.

    <u>Presenter(s)</u>: Paul E. Mabrey III, James Madison University

Concurrent Session #5c.	Gallery C

<u>Threading the needle between case-control hardliners and institutional ethics to assess GenEd</u>
In Fall 2017 the University of Virginia began the pilot implementation of a new general education curriculum. The curriculum is built on first-year courses that seek to inculcate foundational, interdisciplinary habits of mind. Each category has learning outcomes designed collaboratively by the faculty teaching in the program. The program's comprehensive assessment investigates to what degree new curriculum students attain these learning outcomes relative to students not in the new curriculum. This session will focus in detail on this learning outcomes assessment: its methodology, instruments, and current results, as well as challenges experienced in conducting comparative assessment in non-experimental settings.

    <u>Presenter(s)</u>: Bo Odom, University of Virginia

Gold Sponsored Session

Concurrent Session #5d.	Giorgio's Room

<u>The Foundational Skills Crisis: Assessing for Student Success in School, Work, and Life</u>
SCHEV requirements task institutions with comprehensively assessing student abilities in critical thinking, written communication, and more. It's a challenge however to ensure these skills are cultivated across different settings and consistently assessed campus-wide. Discover how Credo Education supports development of these crucial skills and helps your institution:

- Develop a campus-specific skills mapping framework
- Measure sub-skills and provide near-team feedback to support continuous instructional improvement
- Reduce the faculty "time tax" on assessment by streamlining and automating grading, reporting, and analysis in a LMS-embedded workflow
- Build comparative and longitudinal reporting by course, cohort, and major
- Deepen foundational skills partnerships between faculty and assessment leaders

Going beyond SCHEV compliance, this closed-loop strategy supports faculty instruction in near-time and allows assessment leaders to prepare reports for institutional effectiveness and accreditation initiatives. Learn how to track student progression from Gen Ed to majors to jobs through a combination of closed-loop reporting and flexible reporting dashboards.

    <u>Presenter(s)</u>: Kristin Kopenhaver, Senior Marketing Specialist, Credo

Tuesday, November 6, 2018
Time: 7:30 – 9:00 am

Full Breakfast	Rotunda AB

Tuesday, November 6, 2018
Time: 8:00 – 9:00 am

Plenary II	Rotunda AB

Tuesday, November 6, 2018
Time: 9:10 – 10:10 am

Concurrent Session 6	Breakout Rooms

Individual-or-panel-presentations

Concurrent Session #6a.	Gallery A

You're Not Alone: Taking Action to Address Persistent Barriers to Student Affairs Assessment
Despite the recognized importance of assessment, many student affairs offices and divisions still struggle to systematically evaluate student learning as a function of intentional programming. The barriers to assessment documented in the literature are many: time, resources, knowledge, value, and more. During this session, we will explore these barriers and provide an opportunity for participants to brainstorm creative (yet feasible) solutions. Although we will highlight several strategies we have successfully employed at JMU, participants will have the opportunity to share their own approaches and develop a strategic plan to address the unique barriers faced at their institution.

   Presenter(s): Andrea Pope, James Madison University

Concurrent Session #6b.	Gallery B

Assessment is NOT a four-letter word
Dr. WaNelle Anderson and Dr. Sasha Johnson-Coleman will discuss their journey towards supporting assessment, from suspicion to appreciation. They will also discuss how being a faculty and staff member of the assessment team has helped them in their current roles as Special Assistants to the Dean and the Provost, respectively. Engagement with the audience is important. Thus, they also would like for other faculty/staff members to share their experience with assessment and how we can help our colleagues with also accepting assessment as an important part of the work we do and not as something intrusive or as additional work.

   Presenter(s): WaNelle Anderson, Norfolk State University; Sasha Johnson-Coleman, Wiley College

Oh, Now I Get It: ePortfolio Assessment as an On-Going High Impact Professional Development Practice

To facilitate faculty's integration of ePortfolios within individual courses and programs, institutions must provide effective professional development opportunities (Eynon & Gambino, 2016). Marshall et al. (2017) suggest, â€œ...faculty confidence can be increased by structuring assessment activities as opportunities for faculty learningâ€ (p. 196). Therefore, assessment should be an intentional component of faculty development to effectively increase ePortfolio use and reinforce the critical framework that underpins their use. Presenters will share ePortfolio assessment methodologies, faculty testimonials, and strategies for harnessing assessment to inform faculty development, using the criteria for effective high-impact practices. Participants are encouraged to bring laptops or mobile

Presenter(s): Megan Mize, Old Dominion University; Alison M. Lietzenmayer, Old Dominion University; Lanah K. Stafford, Old Dominion University

Promoting Quality through Publication and Review

Have you been curious about publishing the results of your work? Do you have some experience publishing and would like to become more engaged? Virginia Assessment Group and the Association for the Assessment of Learning in Higher Education (AALHE) have partnered to support our members to become more involved in writing for publication, and to provide opportunities for our members to serve as reviewers for AALHE's Intersection of Assessment and Learning publication and Virginia Assessment Group's Research and Practice in Assessment scholarly journal. Join us to learn more about how you can enhance your professional development and contribute to the field.

Presenter(s): Association for the Assessment of Learning in Higher Education (AALHE) and *Research and Practice in Assessment* (RPA) Journal

Tuesday, November 6, 2018
Time: 10:10 – 10:30 am

Break/Check out

Tuesday, November 6, 2018
Time: 10:30 – 11:30 am

SCHEV/ Jodi Fisler   Giorgio's Room