virginia ASSESSMENT GROUP

2015 Virginia Assessment Group Conference

Knowing Our Worth, Showing Our Worth:
Demonstrating Quality and Value through Assessment

November 18-20, 2015
Crowne Plaza Hotel, Richmond VA

- Sharing effective practices that communicate assessment results to various stakeholders, including faculty, campus leaders, parents, policy makers, and students themselves;

- Highlighting research-based practices for getting usable data into the hands of those who need it; and

- Promoting the dissemination of assessment results in both the popular and scholarly press.

Knowing Our Worth, Showing Our Worth: Demonstrating Quality and Value through Assessment

Crowne Plaza
Richmond, VA
November 18-20, 2015

Hello Colleagues:

Welcome the 2015 annual conference of the Virginia Assessment Group, *Knowing Our Worth, Showing Our Worth: Demonstrating Quality and Value through Assessment*. We are glad that you have taken time from your schedules to attend this meeting of assessment professionals, faculty, and other welcome guests.

By attending the 2015 conference you are a member of the Virginia Assessment Group, the nation's oldest continuing professional higher education assessment organization. Board members strive to share a "community of practice" among all members and seek to engage in the work of assessment with students, faculty and administrators to fulfill the Group's purpose and mission:

- To promote quality higher education through assessment and institutional practices;
- To serve as a network for communication and collaboration among institutions of higher education, state and federal agencies, and accreditation bodies;
- To offer professional development opportunities; and
- To serve as a forum for the exchange of ideas.

On behalf of the Virginia Assessment Group, I hope that you can find a conference experience that touches on at least one, if not all, of the purpose and mission statements above. Welcome to Richmond!

Tim Merrill
President-Elect, Virginia Assessment Group

Conference Planning Committee

A special "thank you" is deserved for the following Virginia Assessment Group members who contributed time to the creation of this year's conference.

Kate Drezek McConnell
VAG President
Senior Director
Research and Assessment
AAC&U

Linda Townsend
VAG Treasurer
Assessment Coordinator
Longwood University

Tisha Paredes
VAG Past-President
Interim Vice President for Assessment
Old Dominion University

Katie Read
VAG Member-at-Large, Private Institution
Assistant Director
Institutional Research & Assessment
Hollins University

Board Members (November 2014 – November 2015)

Name	Title	Institution
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Kim Filer	Secretary	Virginia Tech
Philip Terpak	2-Year Public (at-large)	Northern Virginia Community College
Jeanne Horst	4-Year Public (at-large)	James Madison
Katie Read	4-Year Private (at-large)	Hollins University
Metta Alsobrook	Marketing Director (at-large)	Sentara College of Health Sciences

Conference Sponsors

The Virginia Assessment Group is grateful to the institutions and organizations listed below that have generously supported this annual meeting. Please take the time to stop by their tables and review their displays. Thank you to the following:

Co-Sponsor of the Reception ($1,500)

❖ Virginia Tech Center for Instructional Development & Education Research (CIDER)

Gold Sponsors ($1,000)

❖ Campus Labs

❖ Taskstream

Silver Sponsors ($750)

❖ The Center for Assessment & Research Studies, James Madison University & Madison Assessment

Bronze Sponsor ($500)

❖ Centrieva

2016 Annual Conference

Please consider attending the 2016 Annual Conference of the Virginia Assessment Group in Richmond, here again in the Crowne Plaza from Wednesday November 16 through Friday November 18, 2016. Details and information will be available on the Group's website:

http://virginiaassessment.org

Conference Overview

Wednesday November 18, 2015		
Time	**Event**	**Location**
1:00 – 6:00pm	Conference Registration	2nd Floor Lobby
5:30 – 7:00pm	Opening Reception	Salon A Grand Ballroom
Thursday November 19, 2015		
7:00 – 8:30am	Continental Breakfast	Grand Ballroom
8:45 – 10:00am	Welcome & Opening Keynote Charlie Blaich & Kathy Wise, HEDS	Grand Ballroom
10:00 – 10:15am	Break	
10:15 – 11:15am	Concurrent Sessions #1 UVA, UK, Radford	Drake, Raleigh, Georgian Ballrooms
11:15 – 11:30am	Break	
11:30 – 12:30pm	Concurrent Sessions #2 UVA, SCHEV, ODU	Drake, Raleigh, Georgian Ballrooms
12:30 – 1:45pm	Lunch & Business Meeting	Grand Ballroom
1:45-2:00pm	Break	
2:00 – 3:00pm	Concurrent Sessions #3 TCC, GMU, Taskstream	Drake, Raleigh, Georgian Ballrooms
3:00 – 3:15pm	Break	
3:15 – 4:15pm	Concurrent Sessions #4 Campus Labs, VPI, JMU	Drake, Raleigh, Georgian Ballrooms
4:15 – 4:30pm	Break	
4:30 – 5:30pm	Concurrent Sessions #5 Liberty, VMI, Auburn	Drake, Raleigh, Georgian Ballrooms
Friday November 20, 2015		
7:30 – 9:00am	Full Breakfast	Grand Ballroom
9:00 – 10:00am	Concurrent Sessions #6 ODU, VCU, Radford/VPI	Drake, Raleigh, Georgian Ballrooms
10:00 – 10:15am	Break	
10:15 – 11:15am	Pecha Kucha & Concurrent Sessions Longwood, VPI, W&M, Liberty	Drake, Raleigh, Georgian Ballrooms
11:15 – 12:30pm	Closing Keynotes & Box Lunch Peter Doolittle, VPI & Keston Fulcher, JMU	Grand Ballroom

Schedule at a Glance

Wednesday November 18th	
1:00 – 6:00 p.m.	**REGISTRATION** – 2nd Floor Lobby in front of Grand Ballroom
5:30 – 7:00 p.m.	**OPENING RECEPTION & DISCUSSION:** *Knowing our Work, Sharing our Scholarship* A conversation facilitated by Tim Merrill, Virginia Assessment Group (VAG) President-Elect; Katie Busby, Research & Practice in Assessment (RPA) Editor; and Curt Naser, New England Educational Assessment Network (NEEAN) President

Thursday, November 19th			
7:00 – 8:30 a.m.	Continental Breakfast in the Grand Ballroom		
7:00 – 8:00 a.m.	**REGISTRATION** -2nd Floor Lobby in front of Grand Ballroom		
8:45 – 10:00 a.m.	**WELCOME & OPENING KEYNOTE:** Charlie Blaich (Director of the Center of Inquiry, Wabash College, and Director of the Higher Education Data Sharing Consortium (HEDS), & Kathy Wise (Associate Director, Center of Inquiry, and HEDS)		
10:00 – 10:15 a.m.	**Break**		
CONCURRENT SESSIONS			
10:15 – 11:15 a.m.	*Learning Technology Incubator: Assessing Impact of Faculty Pedagogical Innovation Across Courses and Disciplines* Judith Giering & Juliet Trail, University of Virginia	*Efforts in Transparency: Go Google!* Brandon Combs, University of Kentucky	*The Power of Reliable Rubrics: Promoting Equitable & Effective Assessment Practices through Collaboratively Designed Rubrics* Whitney Bortz, Radford University
11:15 – 11:30 a.m.	**Break**		
11:30 – 12:30 p.m.	*Online Learning Assessment at the University of Virginia* Adam Hughes & John Echeverri-Gent, University of Virginia	*The Virginia Plan for Higher Education & Assessment* Joe DeFilippo & Wendy Kang, State Council of Higher Education for Virginia (SCHEV)	*Integrating Assessment into the Culture of Academic Support Units* Shantya Plater, Old Dominion University
12:30 – 1:45 p.m.	**Lunch & Business Meeting**		

Thursday, November 19th (continued)			
CONCURRENT SESSIONS			
2:00 – 3:00 p.m.	*Closing the General Education Assessment Loop: Beyond Faculty Pedagogy* Kellie Sorey & Jennifer Ferguson, Tidewater Community College	*Supporting Campus Partners with Searchable Online Assessment Data* Stephanie Hazel & Rawa Jassem, George Mason University	(SPONSORED) *Aqua: A Simpler Path to More Meaningful Assessment* Ben Coulter, Taskstream
3:00 – 3:15 p.m.	**Break**		
3:15 – 4:15 p.m.	(SPONSORED) *Putting Program Review into Practice* Casey Iannone, Consultant, Campus Success, Campus Labs & Jeananne Knies, Virginia Tech	*Faculty Members' Suggestions for Making Assessment More Meaningful* Molly Hall, &Penny Burge, Virginia Tech	*Closing the Assessment Loop: Using Implementation Fidelity Data to Make Informed Changes to Programming* Madison Holzman & Carolyn Miesen & Sara Finney, James Madison University
4:15 – 4:30 p.m.	**Break**		
4:30 – 5:30 p.m.	*Using Open-Ended Needs Assessment Data for Improvement* Charlie Goss, Liberty University	*Assessing Campus Climate (Sexual Harassment & Sexual Assault): From Process to Product* Lee Rakes, Virginia Military Institute	*Rubric Evolution: How Revising an Interdisciplinary Rubric Engages Faculty in Conversations about Teaching and Learning* Ashlee Mills Duffy, Auburn University

Friday, November 20th			
7:30 – 9:00 a.m.	Full Breakfast in Grand Ballroom		
CONCURRENT SESSIONS			
9:00 – 10:00 a.m.	*Dynamic Data: Quick Tricks for Creating Interactivity and Data Visualization* Lanah Stafford & Kelsey Kirland, Old Dominion University	*You Don't Have to Be Bad to Get Better: Creating a Culture of Assessment for Improvement in Academic and Administrative Units* Scott Oates & Shannon Cribbs, Virginia Commonwealth University	*Building Assessment Capacity in Academic & Student Affairs* Whitney Bortz, Radford University, & Jeananne Knies, Virginia Tech
10:00 – 10:15 a.m.	**Break**		

Friday, November 20th (continued)			
PECHA KUCHA & CONCURRENT SESSIONS			
10:15 – 11:15 a.m.	PECHA KUCHAS: *Coaching: Guides by the Side Leading Improvement & Change* Linda Townsend, Longwood University *If a Mind---Blowing "Aha!" Moment Occurs and There is No Assessment Tool to Capture It, Has it Really Happened?* Stephen Biscotte, Virginia Tech	*Learning from SACS-COC Peer Evaluators: Commonly Cited Issues with Outcomes Assessment in Student Support Services* Jodi Fisler, College of William & Mary	*Action Plans and Beyond: The Importance of Designing for Evidence of Improvement* Tim Fowler, Liberty University
11:15 – 12:30 p.m.	**CLOSING KEYNOTES**: Peter Doolittle, Virginia Tech, Discussion Moderated by Keston Fulcher, James Madison University		

Detailed Schedule of Events

Wednesday November 18: 5:30 – 7:00pm

Opening Reception & Discussion — Salon A, Grand Ballroom

Knowing our Work, Sharing our Scholarship

Attendees are invited to participate in an open discussion about the scholarship of assessment. This conversation, facilitated by **Tim Merrill**, Virginia Assessment Group (VAG) President-Elect; **Katie Busby**, Research & Practice in Assessment (RPA) Editor; and **Curt Naser**, New England Educational Assessment Network (NEEAN) President, will focus on the opportunities assessment organizations have to promote and publish scholarly research in higher education assessment. RPA and the Journal of Assessment and Institutional Effectiveness (JAIE) are scholarly journals in higher education assessment and are generously supported by VAG and NEAAN respectively.

The leaders of the respective journals and organizations have engaged in exciting discussions about advancing scholarly assessment work and invite you to join in those conversations. These facilitators will also share important information about the resources needed to support such publications and opportunities for publishing your scholarly work.

Thursday November 19: 7:30 – 8:30am

Continental Breakfast — Grand Ballroom

Thursday November 19: 8:45 – 10:00am

Opening Plenary Session — Grand Ballroom

Back to our Assessment Future: Our Five-Year Assessment Checkup

Charlie Blaich & Kathy Wise, Center for Inquiry, Wabash College & HEDS

In 2010 and 2011, we published two articles, *Moving from Assessment to Institutional Improvement* and *From Gathering to Using Assessment Results: Lessons from the Wabash National Study*, in which we gave a number of recommendations about how to do assessment so that it was more likely to improve student learning. These recommendations were based on our assessment work over the previous five years with colleges and universities. It's now about five years later, and, in light of our more recent experiences, we think it is time to assess our recommendations from those articles. In this presentation, we will highlight our recommendations, as well as some of the national conversation about assessment at that time, and talk about what we got right and what we missed.

10:00 – 10:15am Break #1 — Pre-function Foyer

Thursday November 19: 10:15 – 11:15am

Concurrent Session #1 — Drake Ballroom

Learning Technology Incubator: Assessing Impact of Faculty Pedagogical Innovation across Courses and Disciplines

Judith Giering, Director, Learning Design & Technology, **Juliet Trail**, Director of Assessment, both of University of Virginia

The Learning Technology Incubator faculty grant program has provided faculty funds to investigate innovative applications of technology and pedagogy. A key aspect of the program has been the approach to assessment and dissemination of outcomes. Assessment is integral to innovation. Results from our initiative will be shared, and the presenters will generate discussion among participants on the benefits and challenges of faculty grant programs as revealed through assessment.

Concurrent Session #2 — Raleigh Ballroom

Efforts in Transparency: Go Google!

Brandon Combs, Assistant Director of University Assessment, University of Kentucky

This presentation will share the experience of the University of Kentucky's Office of University Assessment in developing user friendly software solutions that assist in institutional assessment activities. The presenter will discuss the status of the Office of University Assessment, where it has been, where it is now, and where it is going. Also, experiences in choosing an Institutional Effectiveness software solution, website development, and best practices in "closing the loop" will be discussed.

Concurrent Session #3 — Georgian Ballroom

The Power of Reliable Rubrics: Promoting Equitable and Effective Assessment Practices through Collaboratively Designed Rubrics

Whitney Bortz, Director of Assessment, Radford University

Utilizing detailed rubrics can increase the validity and reliability of the assessment process. Furthermore, rubrics can also enhance student learning by enabling instructors to provide higher quality and more specific feedback. Presenters will share how an interdisciplinary team of faculty collaboratively wrote three assessment tools and rubrics to be used across multiple programs. While this process was originally motivated by accreditation requirements, the team also views these as powerful tools for student learning and program improvement. Presenters will share about the writing process, rolling tools out to other faculty, establishing reliability and validity, and utilizing rubrics for student growth.

11:15 – 11:30am Break #2 — Pre-function Foyer

Thursday November 19: 11:30 – 12:30pm

Concurrent Session #4 Drake Ballroom

Online Learning Assessment at the University of Virginia

Adam Hughes & **John Echeverri-Gent**, both of University of Virginia

We present the results of an original assessment study conducted at the University of Virginia, meant to measure student learning for undergraduate majors in the Department of Politics. Our results indicate that additional coursework strongly predicts learning. We show how to use online survey technology and simple statistical analyses to create and conduct flexible and customizable original learning assessments at other institutions.

Concurrent Session #5 Raleigh Ballroom

The Virginia Plan for Higher Education and Assessment

Joe DeFilippo & **Wendy Kang**, both of SCHEV

The State Council of Higher Education for Virginia (SCHEV) has adopted a strategic plan framework—the Virginia Plan for Higher Education—that prioritizes four broad goals for the commonwealth:

- Provide Affordable Access for All
- Optimize Student Success for Work and Life
- Drive Change and Improvement through Innovation and Investment
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

At its September 2015 meeting Council adopted a resolution designating six priority initiatives to support achievement of the four goals. Among these initiatives is: Collaborate with institutions to measure the quality of undergraduate education, including civic engagement of graduates and relevance to demand occupations across regions of the state.

At this session, SCHEV staff will present information about council's strategic plan and invite a dialogue about how the referenced initiative can best be implemented. For further information, see: http://schev.edu/schev/StrategicPlan.asp.

Concurrent Session #6 Georgian Ballroom

Integrating Assessment into the Culture of Academic Support Units

Shantya Plater, Institutional Effectiveness and Accreditation Analyst, Old Dominion University

Due to the ever changing requirements in assessment from accrediting bodies, the need to assess academic support units and co-curricular program is becoming extremely popular. The Assessment Coordinator of Old Dominion University will share their accounts on how to integrate the culture of assessment into academic support units. By attending this session attendees will learn how to incorporate student learning outcomes and program objectives into the assessment of Academic Support Units. The presenters will share their university's process of assessing student learning in academic support units to fill SACSCOC standard requirements.

Thursday November 19: 12:30 – 1:45pm

Virginia Assessment Group Business Meeting & Lunch — Grand Ballroom

Thursday November 19: 2:00 – 3:00pm

Concurrent Session #7 — Drake Ballroom

Closing the General Education Assessment Loop: Beyond Faculty Pedagogy

Kellie Sorey, Associate Vice President for Academics, **Jennifer Ferguson**, Director of General Education Assessment and Transfer Partnerships, both of Tidewater Community College

Facilitators will describe Tidewater Community College's general education assessment pilot and changes to it since its inception. Efforts to improve faculty pedagogy to better support student learning will be highlighted. But, as TCC faculty and leaders discovered, changes were needed in the areas of policy, procedure and curricula. These changes will be discussed. During the session, participants will share lessons they've learned through implementation of their own general education assessment plans. Participants will also be asked to self-assess their programs and determine what changes may be needed to improve the assessment process and student learning at their colleges.

Concurrent Session #8 — Raleigh Ballroom

Supporting Campus Partners with Searchable Online Assessment Data

Stephanie Hazel, Acting Director, Office of Institutional Assessment & **Rawa Jassem**, Web Developer and Applications Analyst, both of George Mason University

This session will share George Mason University's approach to providing assessment survey data in searchable, online databases. Participants will have the opportunity to interact with the data by focusing on real-life institutional case studies to explore how the data could be used by programs across campus. Presenters will discuss how partnerships with campus groups have led to more effective and better use of assessment data. Successes and challenges will be discussed, as well as options for small assessment offices.

Concurrent Session #9 — Georgian Ballroom

Aqua: A Simpler Path to More Meaningful Assessment

(SPONSORED) **Ben Coulter**, Taskstream

Meet Aqua by Taskstream™, a refreshingly easy-to-use-system designed to provide a simpler path to more meaningful assessment. Join us to learn how Aqua can help you get to outcomes data more easily, remove many of the common barriers to assessment, and engage in meaningful conversations about student learning. Get a first-hand look at the simple and intuitive interfaces that received high praise from faculty scorers from nearly 90 institutions across 13 states that piloted this technology as part of the AAC&U's VALUE initiative and the Multi-State Collaborative to Advance Learning Outcomes Assessment pilot study led by AAC&U and SHEEO.

3:00 – 3:15pm Break #3 — Pre-function Foyer

Thursday November 19: 3:15 – 4:15pm

Concurrent Session #10 — Drake Ballroom

Putting Program Review into Practice

(SPONSORED) **Casey Iannone**, Consultant, Campus Success, Campus Labs & **Jeananne Knies**, Graduate Assistant for Assessment, Virginia Tech

Program review is a common practice among institutions of higher education. It is one of the primary means by which an institution analyzes its educational offerings and the operational support for them within the context of institutional effectiveness. Join us as we discuss the various dimensions of a student affairs program review process and best practices throughout higher education. Casey Iannone, Campus Labs, will review the major components of an effective program review while Jeananne Knies, Virginia Tech, will be sharing Virginia Tech's program review process and discussing the role of assessment within its Student Affairs Division.

Concurrent Session #11 — Raleigh Ballroom

Faculty Members' Suggestions for Making Assessment More Meaningful

Molly Hall, Assistant Director, Office of Assessment and Evaluation & **Penny Burge**, Professor, Leadership, Counseling and Research, both of Virginia Tech

What do faculty members believe could be done to make assessment activities more meaningful? In this session, the presenters will share the results of a recently completed empirical study in which a total of 20 faculty members were interviewed from three different types of educational institutions in Virginia: (1) a public, research-extensive university; (2) a public, comprehensive university; and (3) a private, liberal arts college. Session presenters will highlight barriers that participants believe prevent assessment activities in higher education from being meaningful to faculty members as well as specific strategies for improving assessment activities.

Concurrent Session #12 — Georgian Ballroom

Closing the Assessment Loop: Using Implementation Fidelity Data to Make Informed Changes to Programming

Madison Holzman, Assessment Consultant & **Carolyn Miesen**, Assessment Consultant & **Sara J. Finney**, Senior Assessment Specialist, all of James Madison University

In higher education, we develop programming to foster student learning. However, often students do not meet the learning outcomes, and we may be unsure why. Implementation fidelity assessment can provide insight into why we observe certain learning outcomes (i.e., can help explain outcomes assessment results), and can give us insight into what programming to change to improve student learning. In this session, we will define implementation fidelity assessment and demonstrate how it can be coupled with outcomes assessment data to provide more accurate information about program effectiveness to stakeholders and make informed changes to programming, consequently improving student learning.

4:15 – 4:30pm Break #4 — Pre-function Foyer

Thursday November 19: 4:30 – 5:30pm

Concurrent Session #13 — Drake Ballroom

Using Open-Ended Needs Assessment Data for Improvement

Charlie Goss, Liberty University

Have you ever wanted to dig in deep with open-ended student feedback? Come learn about how Liberty University conducted a needs assessment designed to gather open-ended feedback leading to improvement. Not only will you see specific examples of actual improvement plans, but you will also be given a method by which to conduct the same survey and analysis at your institution.

Concurrent Session #14 — Raleigh Ballroom

Assessing Campus Climate (Sexual Harassment & Sexual Assault): From Process to Product

Lee Rakes, Director of Institute Assessment & Evaluation, Virginia Military Institute

The process of assessing campus climate, to include instrument development and implementation, will be the focus of this session.

Concurrent Session #15 — Georgian Ballroom

Rubric Evolution: How Revising an Interdisciplinary Rubric Engages Faculty in Conversations about Teaching and Learning

Ashlee Mills Duffy, Auburn University

Departments at institutions of higher education often exist as silos, with rare opportunities for interdisciplinary conversations about student learning. For three years, Auburn University's ePortfolio Project has provided a context by which faculty from across the university can engage with one another using a common framework outlined in the ePortfolio Rubric. This year, we are engaging interdisciplinary faculty in a conversation about the quality of a revised ePortfolio rubric. Our year will be spent facilitating discussions about student learning, faculty expectations, and how our revised rubric will serve as a tool for improving teaching and learning across the institution.

Friday November 20: 7:30 – 9:00am

Full Breakfast — Grand Ballroom

Friday November 20: 9:00 – 10:00am

Concurrent Session #16 — Drake Ballroom

Dynamic Data: Quick Tricks for Creating Interactivity and Data Visualizations

Lanah Stafford, Senior Research Associate, **Kelsey Kirland**, 4-VA Assessment Coordinator, both of Old Dominion University

This hands-on session will introduce participants to the "slicer" option in Excel and the "explore" option in Google Drive. Using laptops (bring yours) and a sample data set, participants will be able to navigate these tools in order to create meaningful data displays. The purpose of this workshop is to provide resources for assessment professionals to support the university community in a self-exploration of data.

Concurrent Session #17 — Raleigh Ballroom

You Don't Have to Be Bad to Get Better: Creating a Culture of Assessment for Improvement in Academic and Administrative Units

Scott Oates, Director, Assessment and Institutional Effectiveness, & **Shannon Cribbs**, Director, Planning and Organizational Excellence, both of Virginia Commonwealth University

This session focuses on Virginia Commonwealth University's Academy for Assessment That Matters. The Academy provides support and instruction for academic and administrative units that are ready to develop assessment practices that yield useful, actionable information. The session will include information about how the co-directors secured support from executive leadership for the Academy; the structure of the Academy; and an interactive session with attendees using the tools and exercises provided to participants that enabled them to develop an assessment project that "matters."

Concurrent Session #18 — Georgian Ballroom

Building Assessment Capacity in Academic and Student Affairs

Whitney Bortz, Director of College Assessment, Radford University & **Jeananne Knies**, Graduate Assistant for Assessment, Virginia Tech

Creating a culture of assessment with buy-in from faculty and student affairs professionals can be a challenge on many campuses. Come learn about ways two campuses, Radford University and Virginia Tech, increased assessment capacity with their faculty and student affairs professionals respectively. The purpose of this session is to provide tangible ways you can increase capacity at your institution.

10:00 – 10:15am Break #1 — Pre-function Foyer

Friday November 20: 10:15 – 11:15am

Pecha Kucha Sessions — Georgian Ballroom

Coaching: Guides by the Side Leading Improvement and Change

Linda Townsend, Assessment Coordinator, Longwood University

What do you think of when you hear the word "coach"? Sports, debate team, voice lessons? How about assessment? As institutions search for pathways to support understanding of assessment and promote a cultural change, professional development approaches such as coaching should be considered. Come explore Pecha Kucha style why and how Assessment Coaches could work for your institution.

If a Mind-Blowing "Aha" Moment Occurs and There is No Assessment Tool to Capture It, Has It Really Happened?

Stephen Biscotte, Coordinator for General Education, Virginia Tech

Awe-inspiring life-changing "Aha" moments in the science classroom are elusive but powerful for students. I argue that if instructors are not attending to the characteristics of Dewey's transformative 'aesthetic experience' in their lessons, then students are not doing (learning) science and will fail to meet any valuable outcomes identified for general education. And if we don't create and embed assessment instruments to capture these transformative experiences, then we may be missing some of the most powerful evidence of student learning and program effectiveness.

Concurrent Session #19 — Drake Ballroom

Learning from SACS-COC Peer Evaluators: Commonly Cited Issues with Outcomes Assessment in Student Support Services

Jodi Fisler, Director of Student Affairs Planning & Assessment; Assistant to the VP for Student Affairs, College of William & Mary

Compliance with SACSCOC outcomes assessment standards has been a challenge for some institutions, particularly in the area of student services. This session is based on a content analysis of comments from SACSCOC on-site and off-site review teams, covering more than 300 institutions from 2011-2014. The presenter will delineate key expectations embedded in the SACSCOC standard related to outcomes assessment in academic and student support services (CS 3.3.1.3) and identify factors that commonly lead peer evaluators to judgments of non-compliance. The presenter will offer pointers on avoiding these pitfalls and developing outcomes assessment programs that satisfy the SACSCOC standard.

Friday November 20: 10:15 – 11:15am

Concurrent Session #20 Raleigh Ballroom

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

Tim Fowler, Associate Director of Institutional Assessment, Liberty University

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.

Friday November 20: 11:15 – 12:30pm

Closing Keynote & Box Lunch Grand Ballroom

At the Crossroads with Assessment and Teaching & Learning: A Pathway for Future Practice

Peter Doolittle, Assistant Provost for Teaching and Learning, Executive Director, Center for Instructional Development and Educational Research (CIDER) Virginia Tech, & **Keston Fulcher**, Executive Director Center for Assessment and Research Studies, James Madison University

As assessment practitioners, we are at a crossroads. Colleges and universities in the United States have been conducting assessment for over 25 years yet there are few examples of actual improvement to show for it. Many organizations are beginning to realize that assessment by itself will NOT bring about better student learning outcomes. To improve student learning we need more effective curricula and pedagogy. The bad news is we rarely talk about these topics in depth at assessment conferences. The good news is that centers for teaching and learning (CTL), most often operating independently of assessment offices, focus on these areas.

Many higher education groups are beginning to notice that these two pieces should be brought together - CEHE, AAC&U, NILOA, and my home institution for example. But, we're at the very early stages of figuring out how that can be done.

The purpose of this closing plenary is to formally launch VAG's thinking about this topic. The first step is for us as assessment practitioners to understand more about pedagogy and curriculum - the things CTLs are so good at.

Thank you to our sponsors!

The Center for Instructional Development and Educational Research (CIDER) fosters the design, development, implementation, and evaluation of disciplinary and interdisciplinary learner-centered instruction; promotes and recognizes excellence in higher education instruction; supports and conducts research on the scholarship of teaching and learning; and advocates for a campus climate that values educating the whole student through effective, innovative and transformative instruction.

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Presenter List

Name	Institution
Stephen Biscotte	Virginia Tech
Charlie Blaich	Center for Inquiry, Wabash College
Whitney Bortz	Radford University
Penny Burge	Virginia Tech
Brandon Combs	University of Kentucky
Ben Coulter	Taskstream
Shannon Cribbs	Virginia Commonwealth University
Joe DeFilippo	State Council of Virginia for Higher Education
Peter Doolittle	Virginia Tech
Ashlee Mills Duffy	Auburn University
John Echeverri-Gent	University of Virginia
Jennifer Ferguson	Tidewater Community College
Sara Finney	James Madison University
Jodi Fisler	College of William & Mary
Tim Fowler	Liberty University
Keston Fulcher	James Madison University
Judith Giering	University of Virginia
Charlie Goss	Liberty University
Molly Hall	Virginia Tech
Stephanie Hazel	George Mason University
Madison Holzman	James Madison University
Adam Hughes	University of Virginia
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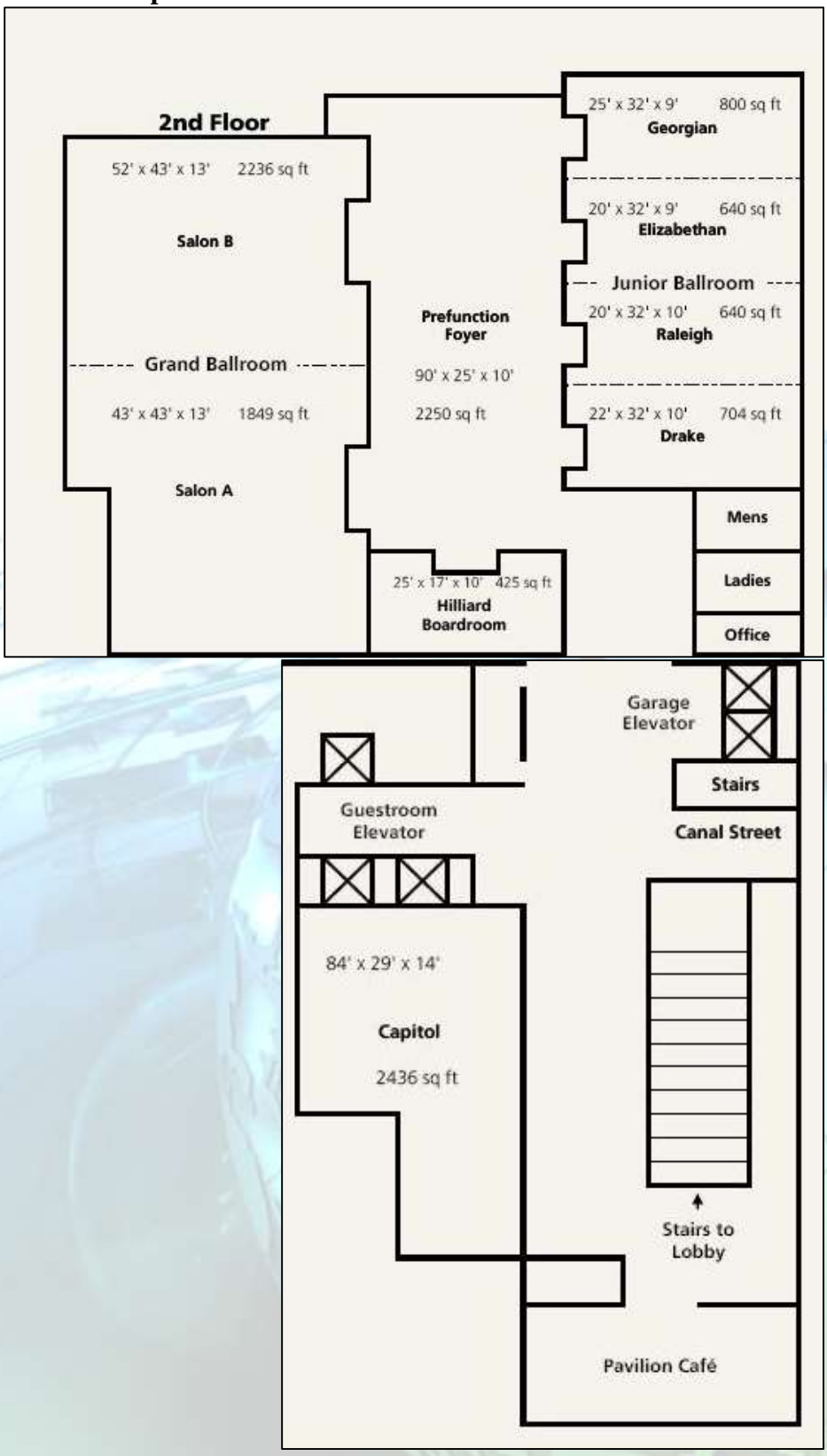
Kellie Sorey	Tidewater Community College
Lanah Stafford	Old Dominion University
Linda Townsend	Longwood University
Juliet Trail	University of Virginia
Kathy Wise	Center for Inquiry, Wabash College

Crowne Plaza Hotel Map 2015



Attendee List

Name	Institution
Janice Baab	Virginia Commonwealth University
Stephen Biscotte	Virginia Tech University
Charles Blaich	Wabash College
Whitney Bortz	Radford University
Susan Bosworth	College of William & Mary
Erin Brown	Virginia Commonwealth University
Dawn Brown	Liberty University
Richelle Burnett	Madison Assessment
Timothy Burrows	Virginia Military Institute
Katie Busby	Tulane University
Stacy Cannon	Liberty University
Maria Chee	University of Virginia
Ben Coulter	Taskstream
Joseph DeFilippo	SCHEV
Peter Doolittle	Virginia Tech University
Deborah Driscoll	Lynchburg College
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John Echeverri-Gent	University of Virginia
Jennifer Ferguson	Tidewater Community College
Molly Field	University of Richmond
Kim Filer	Virginia Tech University
Jodi Fisler	College of William & Mary
Tim Fowler	Liberty University
Keston Fulcher	James Madison University
Judy Giering	University of Virginia
Charlie Goss	Liberty University
Shashuna Gray	Germanna Community College
Denise Guest	Germanna Community College
Molly Hall	Virginia Tech University
Stephanie Hazel	George Mason University
Katherine Henderson	Virginia Commonwealth University
Madison Holzman	James Madison University
Patricia Hopkins	Christopher Newport University
S. Jeanne Horst	James Madison University
Casey Ianonne	Campus Labs
Rawa Jassem	George Mason University
Justin Kilian	Liberty University
Virginia Kinman	Longwood University
Kelsey Kirland	Old Dominion University
David Klocek	University of Virginia at Wise
Jeananne Knies	Virginia Tech University
Amanda Leo	Tidewater Community College

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Kathryne McConnell	American Association of Colleges & Universities
Tim Merrill	Randolph-Macon College
Carolyn Miesen	James Madison University
Tommie Mitton	Liberty University
Melody Moore	John Tyler Community College
Brandon Moore	Liberty University
Lois Myers	University of Virginia
Curt Naser	Fairfield University
Scott Oates	Virginia Commonwealth University
Carrick Owlett	University of Virginia
John Painter	University of Virginia
Tisha Paredes	Old Dominion University
Connie Peyton	Virginia Commonwealth University
J. Worth Pickering	Old Dominion University
Shantya Plater	Old Dominion University
Andrea Pope	James Madison University
Lee Rakes	Virginia Military Institute
Susie Ramsey	Longwood University
Katherine Read	Hollins University
Denise Ridley-Johnston	College of William & Mary
Chris Rillstone	Virginia Commonwealth University
Paula Roberson	Hudson County Community College
Brittany Robertson	Virginia Military Institute
Carol Rowlett	Virginia Western Community College
Sarah Schultz Robinson	University of Virginia
Sally Selden	Lynchburg College
Ed Showalter	Randolph-Macon College
Veronica Shuford	Virginia Commonwealth University
Shawn Smith	Christopher Newport University
Kellie Sorey	Tidewater Community College
Lanah Stafford	Old Dominion University
Tanya Sweet	Christopher Newport University
Sarah Tolbert-Hurysz	New River Community College
Linda Townsend	Longwood University
Juliet Trail	University of Virginia
Jessica Tussing	Virginia Tech University
Ray Van Dyke	Centrieva
Angie Wetzel	Virginia Commonwealth University
Ling Whitworth	Longwood University
Jaime Williams	Virginia Tech University
Kathy Wise	Wabash College
Carrie Worcester	University of Virginia