



2016 Virginia Assessment Group Conference

**Beyond Buzzwords: Showcasing Practices  
that Improve the Quality of Teaching,  
Learning & Assessment**

**November 16-18, 2016  
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.

*Beyond Buzzwords: Showcasing Practices that Improve the Quality of Teaching, Learning & Assessment*

Crowne Plaza  
Richmond, VA  
November 16-18, 2016

Colleagues:

Welcome to the 2016 annual conference of the Virginia Assessment Group, *Beyond Buzzwords: Showcasing Practices that Improve the Quality of Teaching, Learning & Assessment*. Your presence is most welcome and your support is greatly appreciated. I am confident that, like me, you will find this conference to be among the most beneficial for networking and professional development of its kind.

By attending the 2016 conference, you are automatically a member of the Virginia Assessment Group, the nation's oldest continuing professional higher education assessment organization. We are a non-profit organization run by a team of volunteers, all of whom are educational practitioners with a deep passion for teaching, learning, and assessment in higher education. We work to:

- ❖ Promote quality in higher education through effective assessment and institutional practices;
- ❖ Serve as a network for communication and collaboration among institutions of higher education, state and federal agencies, and accreditation bodies;
- ❖ Offer professional development opportunities; and
- ❖ Serve as a forum for the exchange of ideas.

With an exceptional group of speakers and presenters, I know that you are going to enjoy this year's conference. On behalf of the Virginia Assessment Group, welcome. We appreciate and value your participation and support.

Lee Rakes  
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.

Tim Merrill  
 VAG President  
 Associate Vice President  
 Strategic Planning & Institutional Effectiveness  
 Reynolds Community College

Linda Townsend  
 VAG Treasurer  
 Director of Assessment  
 Longwood University

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

Lee Rakes  
 VAG President-Elect  
 Director of Assessment & Evaluation  
 Virginia Military Institute

<b>Board Members (November 2016 – November 2017)</b>		
<b>Name</b>	<b>Title</b>	<b>Institution</b>
Lee Rakes	President	Virginia Military Institute
TBD	President-Elect	TBD
Tim Merrill	Past-President	Reynolds Community College
Linda Townsend	Treasurer	Longwood University
Katie Busby	RPA Journal Editor	University of Mississippi
Scott Oates	Marketing	Virginia Commonwealth University
Brittany Robertson	Webmaster	Virginia Military Institute
Jodi Fisler	SCHEV Representative	State Council of Higher Education for Virginia
Kim Filer	Secretary	Virginia Tech
Jennifer Ferguson	2-Year Public (at-large)	Tidewater Community College
Jeanne Horst	4-Year Public (at-large)	James Madison
TBD	4-Year Private (at-large)	TBD

## 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 Sponsor (\$1,000)

- ❖ Taskstream

### Silver Sponsors (\$750)

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

### Bronze Sponsor (\$500)

- ❖ Weave Education

## 2017 Annual Conference

Please consider attending the 2017 Annual Conference of the Virginia Assessment Group in Richmond, here again in the Crowne Plaza from Wednesday November 15 through Friday November 17, 2017. Details and information will be available on the Group's website:

<http://virginiaassessment.org>

## Conference Overview

Wednesday, November 16, 2016		
Time	Event	Location
4:00 – 6:00pm	Conference Registration	2 <sup>nd</sup> Floor Lobby
5:30 – 7:00pm	Opening Reception & Poster Session	Salon A Grand Ballroom
Thursday, November 17, 2016		
7:30 – 9:00 a.m.	<b>REGISTRATION</b> – 2nd Floor Lobby in front of Grand Ballroom	
7:30 – 8:45am	Breakfast	Grand Ballroom
8:45 – 9:45am	Welcome & Opening Keynote Ashley Finley, Dominican University	Grand Ballroom
9:45 – 10:00am	Break	
10:00 – 11:00am	Concurrent Sessions 1-3 VMI; RU; ODU	Drake, Raleigh, Georgian Ballrooms
11:00 – 12:00am	Concurrent Sessions 4-6 LEAP Virginia (SCHEV, VCU, W&M, JMU, Reynolds); Salisbury; RU	Drake, Raleigh, Georgian Ballrooms
12:00 – 1:00pm	Lunch & Business Meeting	Grand Ballroom
1:15 – 2:15pm	Concurrent Sessions 7-9 GMU; VT/ODU; SCHEV/Taskstream	Drake, Raleigh, Georgian Ballrooms
2:15 – 3:15pm	Concurrent Sessions 10-12 VT; VMI; JMU	Drake, Raleigh, Georgian Ballrooms
3:15 – 3:30pm	Break	
3:30 – 4:30pm	Concurrent Sessions 13-15 Longwood; RU; Reynolds	Drake, Raleigh, Georgian Ballrooms
4:30 – 5:15pm	Closing Session SCHEV Assessment Policy Update	Grand Ballroom
Friday, November 18, 2016		
7:30 – 9:00am	Breakfast	Grand Ballroom
9:00 – 10:00am	Concurrent Sessions 17-19 SFSU; Reynolds; JMU	Drake, Raleigh, Georgian Ballrooms
10:00 – 11:00am	Pecha Kucha Sessions VT, JMU, VT	Drake, Raleigh, Georgian Ballrooms
	Concurrent Sessions 20-21 VMI; Tidewater	
11:00 – 11:15am	Break	
11:15 – 12:30pm	Closing Keynotes & Box Lunch Learning Improvement Initiative (JMU)	Grand Ballroom

## Schedule at a Glance

Wednesday, November 16 <sup>th</sup>			
4:00 – 6:00 p.m.	<b>REGISTRATION</b> – 2nd Floor Lobby in front of Grand Ballroom		
5:30 – 7:00 p.m.	<b>OPENING RECEPTION &amp; Poster Session:</b>		
	<i>Assessment of Interdisciplinary Learning at the Institute for Visual Studies</i>  Daniel Robinson (JMU)	<i>Computer-based assessment without the computer: Advantages and limitations</i>  Kristen Campbell, Chi Hang Au (JMU)	
Thursday, November 17 <sup>th</sup>			
7:30 – 9:00 a.m.	<b>REGISTRATION</b> -2 <sup>nd</sup> Floor Lobby in front of Grand Ballroom		
7:30 – 8:45 a.m.	Breakfast in the Grand Ballroom		
8:45 – 9:45 a.m.	<b>WELCOME &amp; OPENING KEYNOTE:</b> Dr. Ashley Finley, Associate Vice President for Academic Affairs and Dean for the Dominican Experience, Dominican University of California		
9:45 – 10:00 a.m.	<b>Break</b>		
CONCURRENT SESSIONS			
10:00 – 11:00 a.m.	<i>Making Learning Visible: Reflective Tags and ePortfolios</i>  Christina McDonald & Ken Koons, (Virginia Military Institute)  Drake Ballroom	<i>Building an Assessment Support System for Faculty and Cooperating Professionals in Teacher Preparation</i>  Matt Dunleavy, (Radford University)  Raleigh Ballroom	<i>Integrating Rater Training into Success Coaching to Improve Student Learning: A Practical Example</i>  Mandalyn Gilles, Morgan Mason, & Rodin Ndandula, (Old Dominion University)  Georgian Ballroom
11:00 – 12:00 p.m.	<i>LEAP Virginia Initiative</i>  Jodi Fisler (SCHEV), Scott Oates (VCU), Susan Bosworth (William & Mary), Tim Merrill (Reynolds CC)  Drake Ballroom	<i>Assessing Teaching Preparation for Community Colleges: Certification Processes and Programs</i>  Loren Loving Marquez, (Salisbury University)  Raleigh Ballroom	<i>The Validation of Preservice Teachers Assessment Instruments</i>  Roofia Galeshi & Matt Dunleavy, (Radford University)  Georgian Ballroom
12:00 – 1:00 p.m.	<b>Lunch &amp; Business Meeting</b>		

Thursday, November 17 <sup>th</sup> (Continued)			
CONCURRENT SESSIONS			
1:15 – 2:15 p.m.	<p><i>Students as Scholars and Institutional Assessment: An Award-Winning Partnership for Teaching and Learning for Undergraduate Research</i></p> <p>Stephanie Hazel Foster, (George Mason University)</p> <p>Drake Ballroom</p>	<p><i>Certificate Assessment: Experiences and Processes of Implementation at Two Research Institutions</i></p> <p>Bethany Bodo &amp; Jessica Deslauriers, (Virginia Tech), &amp; Kelsey Church Kirland, (Old Dominion University)</p> <p>Raleigh Ballroom</p>	<p>(SPONSORED) <i>The Multi-State Collaborative: Advancing Assessment in Virginia and Beyond</i></p> <p>Jodi Fisler, (SCHEV) Ben Coulter, (Taskstream)</p> <p>Georgian Ballroom</p>
2:15 – 3:15 p.m.	<p><i>Aligning Assessment Processes to Improve the Quality of Teaching, Learning, and Assessment</i></p> <p>Molly Hall, Steve Culver (moderator), Bethany Bodo, Jessica Deslauriers, André Foisy, and Jaime Williams (panelists) (Virginia Tech)</p> <p>Drake Ballroom</p>	<p><i>Really Knowing What Works: A Simple Assessment Procedure for Accurate Mental Model Development in Teachers</i></p> <p>Matt Jarman, (Virginia Military Institute)</p> <p>Raleigh Ballroom</p>	<p><i>From Assessment to Improvement: Establishing a Strong Assessment Culture as the Foundation for Student Learning Improvement</i></p> <p>Nick Curtis, Andrea Pope, &amp; Tom Waterbury, (James Madison University)</p> <p>Georgian Ballroom</p>
3:15 – 3:30 p.m.	<b>Break</b>		
3:30 – 4:30 p.m.	<p><i>Collaboration, Consistency and Connections for Sustainable Faculty Engagement in Teaching, Learning, and Assessment</i></p> <p>Linda Townsend &amp; Pam Tracy, Longwood University</p> <p>Drake Ballroom</p>	<p><i>Traditional Versus Outcomes-Based Grading: Towards A Meaningful Measure of Student Achievement</i></p> <p>Ebenezer Kolajo, (Radford University)</p> <p>Raleigh Ballroom</p>	<p><i>Assessing General Education Learning Outcomes Where Learning Happens</i></p> <p>Jackie Bourque, Linda Lisowski, (Reynolds Community College)</p> <p>Georgian Ballroom</p>
4:30 – 5:15 p.m.	<p style="text-align: center;"><i>State Council for Higher Education in Virginia Assessment Policy Update</i></p> <p style="text-align: center;">Joe DeFilippo &amp; Jodi Fisler, SCHEV</p> <p style="text-align: center;">Grand Ballroom</p>		

Friday, November 18 <sup>th</sup>			
7:30 – 9:00 a.m.	Breakfast in Grand Ballroom		
CONCURRENT SESSIONS 6			
9:00 – 10:00 a.m.	<p><i>Strategically Integrated Dialogue: Increasing Faculty Engagement and Teaching Improvements through Student Learning Outcomes Assessment</i></p> <p>Lillian Marrujo-Duck, (San Francisco State University)</p> <p>Drake Ballroom</p>	<p><i>Automated Essay Scoring: The Questions We Don't Ask</i></p> <p>William Ziegler, (Reynolds Community College)</p> <p>Raleigh Ballroom</p>	<p><i>You Got Chocolate on My Peanut Butter: Getting Assessment Instruments to Work Together to Improve Student Learning</i></p> <p>Gretchen Hazard, Kathy Clarke, &amp; Bethany Mickel, (James Madison University)</p> <p>Georgian Ballroom</p>
PECHA KUCHA & CONCURRENT SESSIONS			
10:00 – 11:00 a.m.	<p><u>PECHA KUCHAS:</u> <i>Outside the Box: Assessing Creativity in Higher Education;</i> Hannah Davis, Virginia Tech</p> <p><i>Telling the Whole Story: Illuminating Student Voices behind the Numbers;</i> Nikole L. Gregg, Madison A. Holzman, &amp; S. Jeanne Horst, James Madison University</p> <p><i>Let's Move Beyond the Report: Using Reflective Practice to Improve Teaching and Learning;</i> Kim Filer, Virginia Tech</p> <p>Georgian Ballroom</p>	<p><i>Don't do Ordinary: Assessment for Students, by Students</i></p> <p>Tim Burrows, Virginia Military Institute</p> <p>Drake Ballroom</p>	<p><i>GEARS: For Faculty, By Faculty</i></p> <p>Jennifer Ferguson &amp; Amanda Leo, Tidewater Community College</p> <p>Raleigh Ballroom</p>
11:00 – 11:15 a.m.	<b>Break</b>		
11:15 – 12:30 p.m.	<p><b>CLOSING KEYNOTES:</b> Keston Fulcher, James Madison University Ray Van Dyke, Weave Education Tim Merrill, Reynolds Community College</p>		



## Detailed Schedule of Events

### **Wednesday November 16: 5:30 – 7:00pm**

Opening Reception & Poster Session Salon A, Grand Ballroom

*Assessment of Interdisciplinary Learning at the Institute for Visual Studies*

Daniel Robinson, **James Madison University**

In this poster session, examples of the methods and tools for assessing student learning at James Madison University's Institute for Visual Studies will be displayed. Preliminary results from the project will also be on view. The Institute for Visual Studies is a center for interdisciplinary teaching and learning.

*Computer-based assessment without the computer: Advantages and limitations*

Kristen Campbell, Chi Hang Au, **James Madison University**

The results of utilizing both handheld response devices and student smartphones (referred to as alternative technologies) for assessment purposes in a university wide Assessment Day is examined. Student comments from focus groups are paired with test proctor notes to provide a multifaceted review of the two methods. Mean scores on the measures are also compared to traditional testing formats. Advantages to the alternative technologies include increased efficiency at lower resource costs. Most disadvantages come from student-device interactions (e.g., devices are difficult to use or difficult to monitor).

### **Thursday November 17: 7:30 – 8:45am**

Breakfast Grand Ballroom

### **Thursday November 17: 8:45 – 9:45am**

Opening Plenary Session Grand Ballroom

*'Peacocks', 'Good Shoes', and 'Committed Coaches': Changing Buzzwords for Changing Times*

**Dr. Ashley Finley**, Dominican University of California

“Peacocks,” “good shoes,” and “committed coaches” may not be the buzzwords of tomorrow, but they can help shape the way we view assessment to reflect student learning and success in the twenty-first century. How we talk about assessment matters. The words we use should reflect how we do assessment, how we think about assessment, and even how we feel about assessment. This plenary is aimed at moving past existing buzzwords (“feedback loop,” anyone?) to what it means to use language that more closely mirrors the practices that could and should guide everyday inquiry. But talk is cheap, so these “new” buzzwords will also be matched with practical assessment tools that reflect their meaning using national best practices and campus-based examples.

9:45 – 10:00am Break #1

Pre-function Foyer

**Thursday November 17: 10:00 – 11:00am**Concurrent Session #1Drake Ballroom*Making Learning Visible: Reflective Tags and ePortfolios*

**Christina McDonald**, Professor of English, Rhetoric, & Humanistic Studies & Institute Director of Writing; **Ken Koons**, Professor of History, both of Virginia Military Institute

This presentation will demonstrate how ePortfolios provide a digital space that aids students' learning in a variety of innovative ways. The presenters will also discuss both a process-centered reflective pedagogy and the value of using reflective tags to foster student engagement and learning.

Concurrent Session #2Raleigh Ballroom*Building an Assessment Support System for Faculty and Cooperating Professionals in Teacher Preparation*

**Matt Dunleavy**, Director of Assessment, College of Education and Human Development, Radford University

This presentation will describe how the Assessment Office of the College of Education and Human Development at Radford University developed an assessment support system for all faculty, cooperating teachers and students. The presenter will also describe how this support system is used to engage faculty in meaningful reflections and discussions on how to best use the assessment process to create a culture of evidence and to support continuous improvement.

Concurrent Session #3Georgian Ballroom*Integrating Rater Training into Success Coaching to Improve Student Learning: A Practical Example*

**Mandalyn Gilles**, Director of Assessment & Planning; **Morgan Mason**, Graduate Assistant of Assessment & Planning; **Rodin Ndandula**, Assistant Director of Assessment & Planning, Office of Student Engagement and Enrollment Services at Old Dominion University staff

When assessing student learning, rubrics are a commonly used assessment instrument. Often overlooked however, is the training required for multiple raters to generate similar scores. Adequate rater training increases the reliability of scores and inter-rater reliability, as well as provides for an overall enriched quality of assessment. In this session, participants will learn more about rater training, including its importance as well as how and when to conduct it through a practical example from Old Dominion University's Mane Connect success coaching program

**Thursday November 17: 11:00 – 12:00pm**Concurrent Session #4Drake Ballroom*LEAP Virginia Initiative*

**Jodi Fisler**, SCHEV; **Tim Merrill**, VAG President; **Scott Oates**, Director of Assessment, Virginia Commonwealth University; **Susan Bosworth**, AP for Institutional Accreditation & Effectiveness, College of William & Mary

This session will provide participants with a history lesson on Virginia's evolution as a LEAP State since 2006 and how, by working with the AAC&U, VAG and SCHEV, higher education institutions in the Commonwealth are using common tools to improve graduation rates, workforce outcomes and enhance the quality of educational experiences.

Concurrent Session #5Raleigh Ballroom*Assessing Teaching Preparation for Community Colleges: Certification Processes and Programs*

**Loren Loving Marquez**, Salisbury University

Typically, instructors at community colleges who hold a Master's degree in their particular discipline are deemed qualified to teach at the Associate Level or at the general education level at community colleges and four-year institutions. In the past twenty years, however, certificate programs in teaching at the community college have been offered to ensure that teachers are as pedagogically prepared for their classes as they are in their content areas. This program will address certification programs designed to augment an instructor's pedagogical acumen and experience and look at the curriculum and outcomes of such certification programs.

Concurrent Session #6Georgian Ballroom*The Validation of Preservice Teachers Assessment Instruments*

**Roofia Galeshi**, Assistant Professor; **Matt Dunleavy**, Director of Assessment, College of Education and Human Development, both of Radford University

This presentation will describe the analysis of two CAEP common assessments to derive validity and reliability coefficients. The presenters will also describe how this analysis and the resulting statistics were used to engage faculty in meaningful reflections and discussions on how to best use the assessments and interpret the resulting data to inform practice.

**Thursday November 17: 12:00 – 1:00pm**Virginia Assessment Group Business Meeting & LunchGrand Ballroom

**Thursday November 17: 1:15 – 2:15pm**Concurrent Session #7Drake Ballroom

*Students as Scholars and Institutional Assessment: An Award-Winning Partnership for Teaching and Learning for Undergraduate Research*

**Stephanie Hazel Foster**, Associate Director, Office of Institutional Research and Assessment

Begun in 2011 as George Mason University's QEP, the Students as Scholars undergraduate research initiative focuses on improving teaching and learning through faculty development, student programming, and the promotion of inquiry-driven undergraduate education across the institution. Assessment has been a foundational element in the initiative—a partnership that earned the university the national Council on Undergraduate Research Campus-wide Award for Undergraduate Research Accomplishments (AURA) in January, 2016.

Concurrent Session #8Raleigh Ballroom

*Certificate Assessment: Experiences and Processes of Implementation at Two Research Institutions*

**Bethany Bodo**, Virginia Tech; **Jessica Deslauriers**, Virginia Tech; & **Kelsey Church Kirland**, Old Dominion University

This session will provide a brief introduction to the concept of certificate assessment and how it is handled at two different Virginia research institutions. Basic assessment components included in the process will be discussed initially (i.e., outcomes, measures, targets, findings, and closing the loop) with the largest part of the presentation focusing on how these two institutions select certificates to participate and facilitate the development of their assessment plan.

Concurrent Session #9Georgian Ballroom

*The Multi-State Collaborative: Advancing Assessment in Virginia and Beyond*

(SPONSORED) **Jodi Fisler**, SCHEV; & **Ben Coulter**, Taskstream

The Multi-State Collaborative to Advance Quality Student Learning (MSC), led by AAC&U and SHEEO, seeks to create a nationally-scalable way to assess essential knowledge and skills based on student coursework, rather than standardized tests or surveys. Virginia signed on to the MSC this summer, becoming the 13th member state. Join us to learn how the MSC is changing conversations about student learning and to see results from the 2015-16 demonstration year. Plus, get an inside look at Aqua by Taskstream, the technology behind the MSC, and learn how it can help you advance meaningful assessment at your own institution.

**Thursday November 17: 2:15 – 3:15pm**Concurrent Session #10Drake Ballroom*Aligning Assessment Processes to Improve the Quality of Teaching, Learning, and Assessment***Steve Culver** (moderator), **Bethany Bodo**, **Jessica Deslauriers**, **André Foisy**, **Molly Hall**, and **Jaime Williams** (panelists), all of Virginia Tech

Professionals in Virginia Tech's Office of Assessment and Evaluation have been working over the past two years to revamp and align all of its core assessment processes, including academic program assessment, academic program review, general education assessment, administrative assessment, course evaluations, and institutional surveys. This panel session will describe how key assessment processes have been strategically linked to better facilitate continuous improvement and student learning. Panelists will discuss lessons learned during the revision process and share how enhanced collaboration both within the office itself and with key stakeholders on campus are building greater capacity for assessment work.

Concurrent Session #11Raleigh Ballroom*Really Knowing What Works: A Simple Assessment Procedure for Accurate Mental Model Development in Teachers***Matt Jarman**, Assistant Professor of Psychology, Virginia Military Institute

Teachers naturally develop mental models over time of what does and does not work well in class. Such mental models are shaped by teaching experiences and, less frequently, actual assessment data. Yet psychological research suggests that these are not optimal conditions for the development of accurate mental models. In this presentation, a new procedure for viewing assessment data is introduced that aims to increase the data's impact on teachers' intuitive understanding of what actually works, which translates to better instructional choices in the future. Students' intuitive understanding of peer experiences in the classroom is also enhanced in the process.

Concurrent Session #12Georgian Ballroom*From Assessment to Improvement: Establishing a Strong Assessment Culture as the Foundation for Student Learning Improvement***Nick Curtis**, **Andrea Pope**, & **Tom Waterbury**, Assessment Consultants & PhD Students, all of James Madison University

Though assessment practice is increasingly prevalent, clear expectations for what constitutes quality assessment are less common. Less common still is the use of assessment results to actually make pedagogical or curricular changes to enhance student learning. In this session, we will describe resources that can augment faculty development in the area of assessment. We will also lead a discussion to spark productive, solutions-focused dialogue on building a culture of student learning improvement.

3:15 – 3:30pm Break #2Pre-function Foyer

**Thursday November 17: 3:30 – 4:30pm**Concurrent Session #13Drake Ballroom

*Collaboration, Consistency, and Connections for Sustainable Faculty Engagement in Teaching, Learning, and Assessment*

**Linda Townsend**, Director of Assessment, & **Pam Tracy**, Director of the Center for Faculty Engagement, both of Longwood University

How can collaboration between faculty development and assessment bridge the perceived gap between instruction and assessment? How can theoretical and practical interdepartmental consistency provide the potential for increasing assessment understanding and reducing assessment anxiety? How do we design both structural and programmatic practices that sustain faculty and administrator engagement and commitment to the interconnected relationship among teaching, learning, and assessment? Join the Director of the Center for Academic Faculty Engagement and the Director of Assessment as they share working examples and facilitate an interactive discussion to identify other successful practices.

Concurrent Session #14Raleigh Ballroom

*Traditional Versus Outcomes-Based Grading: Towards A Meaningful Measure of Student Achievement*

**Ebenezer Kolajo**, Assistant Provost, Radford University

This presentation uses a case example of an accounting course to show that outcomes-based grading is a better measure of student achievement than the traditional grading approach. While course grades may not directly depict the extent of students' mastery of specific learning outcomes, an intentional grading approach can be designed to simultaneously grade and assess what knowledge students have gained or the skills they can perform. Designing and embedding assessment of student learning outcomes into graded assignments or examinations can enable faculty to reconcile the dichotomy of separating grades from assessment.

Concurrent Session #15Georgian Ballroom

*Assessing General Education Learning Outcomes Where Learning Happens*

**Jackie Bourque**, Director of Institutional Effectiveness & **Linda Lisowski**, Assessment Coordinator, both of Reynolds Community College

One of the ongoing challenges of systematically assessing general education outcomes lies in nesting the need for evidence of learning within a context of faculty autonomy and loosely aligned programs and courses. One solution is the use of course-embedded assessment. This interactive session will: give institutional effectiveness and academic professionals an overview of course-embedded assessment as it is used to address general education and program-specific student learning outcomes; discuss barriers to success; provide strategies for the development or refinement of course-embedded assessment plans at their own institutions; and provide opportunities for us to learn from each other.

**Thursday November 17: 4:30 – 5:15pm**Closing Session (#16)Grand Ballroom*Crafting a New Assessment Policy (and Other Exciting Updates from SCHEV)***Jodi Fisler**, Associate for Assessment Policy & Analysis & **Joe DeFilippo**, Director of Academic Affairs & Planning, both of State Council for Higher Education in Virginia

Representatives from SCHEV will provide updates on select elements of Virginia's strategic plan for higher education, particularly those related to the quality of undergraduate education. They will discuss the development of a new assessment policy and engage participants in conversation about the direction of that policy (which is still a work in progress). They will also talk briefly about other assessment activities being supported by SCHEV, including the Multi-State Collaborative to Advance Learning Outcomes Assessment.

**Friday November 18: 7:30 – 9:00am**BreakfastGrand Ballroom**Friday November 18: 9:00 – 10:00am**Concurrent Session #17Drake Ballroom*Strategically Integrated Dialogue: Increasing Faculty Engagement and Teaching Improvements through Student Learning Outcomes Assessment***Lillian Marrujo-Duck**, Doctoral Candidate, San Francisco State University

“Strategically Integrated Dialogue” focuses on the intersection between the beliefs of and actions taken by faculty engaged in SLOA to improve teaching and the lack of corresponding confidence that SLOA improves student learning. Participation in SLOA aligned with faculty members’ demonstrated values of positive social engagement on behalf of common goals aimed at improving society. Faculty attributed teaching improvements directly to their participation in SLOA. Strategically integrated dialogue is described. And faculty members’ reluctance to claim that teaching improvements led to improved student learning overall or could be used to close achievement gaps between student groups is explored.

Concurrent Session #18Raleigh Ballroom*Automated Essay Scoring: The Questions We Don't Ask***William Ziegler**, Reynolds Community College

This session examines the theory and practice of automated essay scoring (AES) as used in the VCCS for English placement and more recently for core competency outcomes assessment. It will review genre theory and the development of AES, and it will present data from placement test sessions that raise questions about how accurate VPT essay rater results are when confronted with generically different texts.

**Friday November 18: 9:00 – 10:00am Continued**Concurrent Session #19Georgian Ballroom

*You Got Chocolate on My Peanut Butter: Getting Assessment Instruments to Work Together to Improve Student Learning*

**Gretchen Hazard**, Director of First Year Courses, General Education; **Kathy Clarke**, Director, Assessment, Planning & Reporting, Libraries & Educational Technologies; & **Bethany Mickel**, Librarian/Instructional Designer, all of James Madison University

Can writing assessment inform critical thinking courses? Can information literacy assessment help out in the development of critical thinking skills? Is critical listening all that different from critical reading? Is it possible to use the structure of a general education program to holistically consider and inform student skills development in the first college year? This session will work to answer these questions as faculty from James Madison University discuss how multiple assessments of student learning in first year course work is starting to work together across disciplines to improve student learning.

**Friday November 18: 10:00 – 11:00am**Pecha Kucha SessionsGeorgian Ballroom

*Outside the box: Assessing creativity in higher education*

**Hannah Davis**, Virginia Tech

This Pecha Kucha is intended to introduce the idea of creativity as a construct that can be measured and assessed. This session will include a description of and common theories about creativity, as well as identify assessment tools currently in use. The presenter will describe steps for selecting an appropriate measure for assessing creativity

*Telling the Whole Story: Illuminating Student Voices behind the Numbers*

**Nikole Gregg**, Assessment Consultant; **Madison Holzman**, Assessment Consultant; **S. Jeanne Horst**, Associate Professor; Associate Assessment Specialist, all of James Madison University

In higher education, we develop assessments to tell the story about student learning and development. However, when collecting self-report data on certain constructs (e.g., civic-mindedness), the issue of socially-desirable responding arises, blurring the accuracy of the story we strive to tell. One way to address this issue is to implement a mixed-methods approach to assessment. By using qualitative focus-group information to supplement quantitative scores on a civic-mindedness scale, we try to unfold the true story of change in civic-mindedness of our students over time.

*Let's move beyond the report: Using reflective practice to improve teaching and learning*

**Kim Filer**, Associate Director for Strategic Initiatives, CIDER, Virginia Tech

One of the greatest challenges in higher education assessment is converting assessment data into teaching and learning improvements. Faculty and administrators may work diligently to craft the perfect mission statement, frame key learning outcomes, identify valid metrics, collect and analyze assessment data but not convert this hard work into substantive positive changes for students. In this session, participants will learn an approach that draws from experiential learning literature to use an easy-to-remember framework for reflective practice.



**Friday November 18: 10:00 – 11:00am Continued**Concurrent Session #20Drake Ballroom*Don't do Ordinary: Assessment for Students, by Students***Tim Burrows**, Assistant Director of Assessment, Virginia Military Institute

This session details the implementation of a student-driven assessment of leadership outcomes that support VMI's Strategic Plan. The session will outline the process of exploring assessment processes already in place and the transition to formalizing those processes to align with preexisting program outcomes. Participants will have the opportunity to share their own experiences with similar projects and to work in small groups to consider what opportunities may be available at their own institutions to implement student driven assessments. The session will include group brainstorming, discussions, and discourse.

Concurrent Session #21Raleigh Ballroom*GEARS: For Faculty, By Faculty***Jennifer Ferguson**, Director of General Education Assessment & Transfer Partnerships, & **Amanda Leo**, Associate Professor & Chair, Instruction Committee, both of Tidewater Community College

The General Education Assessment Resource System (GEARS) is a webpage developed by the Instruction Committee of Tidewater Community College (TCC). This session aims to help attendees learn to define the key characteristics of authentic assignment design, utilize tools such as the TCC Authentic Assignment Tool (AAT) to assess sample authentic assignments for compatibility with identified general education competencies, and identify how this process can impact curriculum and pedagogical changes

11:00 – 11:15am Break #1Pre-function Foyer**Friday November 18: 11:15 – 12:30pm**Closing Keynotes & Box LunchGrand Ballroom*Learning Improvement by Design, Final thoughts and Next Steps*

**Keston Fulcher**, Executive Director, Center for Assessment and Research Studies, James Madison University; **Tim Merrill**, Associate Vice President for Strategic Planning & Institutional Effectiveness, Reynolds Community College, **Ray Van Dyke**, Weave Education

The Learning Improvement by Design (LID) initiative is a joint effort by Center for Faculty Innovation (CFI) and the Center for Assessment & Research Studies (CARS) that aims to shepherd academic programs through an assess, intervene with program changes, and reassess process designed to improve student learning on one or more programmatic objectives.

The LID program is founded on the premise that collaborative units of programmatic faculty and faculty development and assessment specialists can lead assessment and curricula interventions that result in evidence of improvement in student learning.

**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.

<http://www.cider.vt.edu/>

## Get to Learning Outcomes Data **More Easily**

Meet Aqua by Taskstream, a refreshingly easy-to-use system to assess learning outcomes based on faculty-scored student work.

Aqua offers a simpler path to scalable and sustainable assessment for all institutions and is currently advancing assessment at 105 institutions across 12 states as part of the Multi-State Collaborative to Advance Quality Student Learning (MSC) led by AAC&U and SHEEO. Virginia signed on to the MSC this summer, becoming the 13th member state.

Visit our booth to try Aqua first-hand and learn how Taskstream can help you advance meaningful assessment at your institution.

 **taskstream**

800.311.5656 — [info@taskstream.com](mailto:info@taskstream.com)




<https://www1.taskstream.com/>

Thank you to our sponsors!



<http://www.madisonassessment.com/> & <http://www.jmu.edu/assessment/>

An advertisement for Campus Labs. At the top, a dark grey bar contains five categories: Teaching & Learning, Analytics & Insight, Student Engagement, Improvement & Accountability, and Retention & Success. Below this, the slogan 'connect more know more' is written in white, with 'connect more' enclosed in a green rounded rectangle. Underneath is the tagline 'The enterprise platform for smarter decisions.' A white box contains the text: 'Better decisions with data. That's exactly what you'll be able to achieve with the Campus Labs' platform. Instead of several separate systems, our platform provides one centralized location so you can spend less time collecting, and more time connecting, your information. See how all the data points create one complete picture of your campus - and then make informed decisions with complete confidence.' At the bottom is the 'campuslabs' logo with a green gear icon and the tagline 'Data Driven Innovation', along with the website 'www.campuslabs.com'.

[www.campuslabs.com](http://www.campuslabs.com)

**Thank you to our sponsors!**



Simply powerful assessment  
& accreditation software.



Weave is the leading provider of software for educational institutions, programs, and accrediting bodies to assure continuous improvement.

Stop by our exhibit to learn more!

877-932-8340

[www.WeaveEducation.com](http://www.WeaveEducation.com)

[www.WeaveEducation.com](http://www.WeaveEducation.com)

**Presenter List**

<b>Name</b>	<b>Institution</b>
Amanda Leo	Tidewater Community College
Andrea Pope	James Madison University
Bethany Bodo	Virginia Tech
Bethany Mickel	James Madison University
Chi Hang Au	James Madison University
Christina McDonald	Virginia Military Institute
Daniel Robinson	James Madison University
Ebenezer Kolajo	Radford University
Gretchen Hazard	James Madison University
Hannah Davis	Virginia Tech
Jackie Bourque	Reynolds Community College
Jennifer Ferguson	Tidewater Community College
Jessica Deslauriers	Virginia Tech
Jodi Fisler	SCHEV
Joseph DeFilippo	SCHEV
Kathy Clarke	James Madison University
Kelsey Church Kirland	Old Dominion University
Ken Koons	Virginia Military Institute
Keston Fulcher	James Madison University
Kim Filer	Virginia Tech
Kristen Campbell	James Madison University
Lillian Marrujo-Duck	San Francisco State University
Linda Lisowski	Reynolds Community College
Linda Townsend	Longwood University
Loren Loving Marquez	Salisbury University
Madison A. Holzman	James Madison University
Mandalyn Gilles	Old Dominion University
Matt Dunleavy	Radford University
Matt Jarman	Virginia Military Institute
Molly Hall	Virginia Tech
Morgan Mason	Old Dominion University
Nick Curtis	James Madison University
Nikole L. Gregg	James Madison University
Pam Tracy	Longwood University
Ray Van Dyke	Weave Education
Rodin Ndandula	Old Dominion University
Roofia Galeshi	Radford University
S. Jeanne Horst	James Madison University
Stephanie Hazel Foster	George Mason University
Susan Bosworth	College of William & Mary
Tim Burrows	Virginia Military Institute
Tim Merrill	Reynolds Community College
Tom Waterbury	James Madison University
William Ziegler	Reynolds Community College

Crowne Plaza Hotel Map 2016

