



CELEBRATING 30 YEARS

VIRGINIA ASSESSMENT GROUP

**What's my Line? Roles, Opportunities, and the
Evolving Field of Higher Education Assessment**

**2017 Virginia Assessment Group Conference
November 15-17, 2017
Delta Richmond Downtown
Richmond, VA**

November 15, 2017

Dear Colleagues,

November is such a beautiful month in Virginia. The leaves have turned, the air is crisp, and we all start guessing how much snow we might get this year. Fall is a good time to complete projects and clear spaces so that we can start anew in the spring.

This is also a good time for us to reflect on our practice. As the Virginia Assessment Group celebrates 30 years of promoting quality higher education through assessment and institutional effectiveness practices, we find ourselves reflecting on where we have been and where we are going. And as more people from diverse disciplines join the field in new and hybrid roles, we discover new opportunities to approach our work. We as professionals evolve as the field evolves.

This year's conference features keynote speaker **Dr. Natasha Jankowski**, Director of the National Institute for Learning Outcomes Assessment. Dr. Jankowski's talk, *Charting the Future by Reflecting on Our Past*, will help us see how assessment practice and scholarship have evolved as students and institutions have changed, and as our own learning has shaped our practices and philosophies.

On Thursday night, our board members will host dinners to celebrate our **30th Anniversary** in lovely downtown Richmond. Limited seating is available at each restaurant, so please sign up at the registration table. See page 19 of this program for more information.

Join us on Friday, November 17th for a special 30th Anniversary keynote with **Dr. Kate McConnell**, Senior Director for Research and Assessment at AAC&U. Dr. McConnell's work helps drive our questions, assumptions, and methods for more effective approaches to teaching and learning.

This year, we have added something new. We have invited submission of scholarly papers, with the goal to encourage our members to share the many important, effective, and innovative approaches to our work. The four authors who will present at this year's conference will have an opportunity to submit their papers for publication in our journal, *Research and Practice in Assessment*.

I hope that you will enjoy your time with colleagues this year, add to your networks, and find answers to some of your questions. We have such a wealth of expertise, and a generosity in our colleagues that is unmatched in higher education.

And looking forward, the board hopes you will all join us again next year, when we hold the conference in beautiful Charlottesville!

Sincerely,

Stephanie Foster

2017 President-Elect and Conference Chair
Richmond, VA

**Virginia Assessment Group
2017 Conference Program Overview**

Wednesday, November 15, 2017		
Time	Event	Location
4:00 – 6:00 pm	Conference Registration	2 nd Floor Lobby
5:30 – 7:00 pm	Opening Reception & Poster Session	
7:00 – 9:00 pm	Board Dinner meeting	
Thursday, November 16, 2017		
7:30 – 9:00 am	REGISTRATION – 2nd Floor Lobby in front of James River Ballroom	
7:30 – 8:30 am	Continental Breakfast	James River Ballroom
8:30 – 9:30 am	Welcome & Opening Keynote with Dr. Natasha Jankowski	James River Ballroom
9:30 – 9:40 am	Break	
9:40 – 10:40 am	Concurrent Sessions	
10:50 – 11:50 am	Concurrent Sessions	
12:00 – 1:00 pm	Lunch & Business Meeting	
1:15 – 2:15 pm	Concurrent Sessions	
2:30 – 3:30 pm	Concurrent Sessions	
3:30 – 3:45 pm	Break	
4:00 – 5:00 pm	Concurrent Sessions	
6:00 pm	30 th Anniversary Dinners at local restaurants	See sign-up sheets; meet in lobby
Friday, November 17, 2017		
7:30 – 9:00 am	Full Breakfast Buffet	James River Ballroom
9:00 – 10:00 am	30 th Anniversary Keynote	James River Ballroom
10:00 – 10:20 am	Break/Check out	
10:20 – 10:50 am	SCHEV Assessment Policy Presentation	James River Ballroom
10:50 – 11:10 am	PechaKucha Presentations	James River Ballroom
11:15 – 12:30 pm	Creating or Revising an Institutional Assessment Plan: Strategies for Addressing SCHEV, SACSCOC, and Program Needs	James River Ballroom

Virginia Assessment Group 2016-17 Board of Directors

Lee Rakes, President
Virginia Military Institute

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Ryan Otto, Member-at-Large, Four-year Private Institution
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Linda Townsend, Treasurer
Longwood University

Thank you

The board of the Virginia Assessment Group would like to extend our deepest gratitude to everyone who made this conference possible.

Our Sponsors

Gold Sponsor (\$1,000)

Credo Education

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

Weave Education

Bronze Sponsor (\$500)

Educational Testing Services

Delta Richmond Downtown

We would especially like to thank Tiffany Smithson and Lori Fielding

The Design Lab at Longwood University

We are honored for the professional and creative work of the undergraduate student designers of the 30th Anniversary logo and the conference program

The Conference Planning Committee

Stephanie Foster, Chair

Jennifer Ferguson

S. Jeanne Horst

Ryan Otto

Linda Townsend

Proposal Reviewers and Conference Volunteers

Scott Barge

Kim Baskette

S. Jeanne Horst

Ebenezer Kolajo

Jason Lyons

A. Clifton Myles

Denise Ridley-Johnston

Madeline Smith



Keynote Speakers

Dr. Natasha Jankowski

Charting the Future by Reflecting on Our Past

Thursday, November 16, 8:30 a.m., James River Ballroom

Dr. Natasha Jankowski is Director of the National Institute for Learning Outcomes Assessment (NILOA) and Research Assistant Professor with the Department of Education Policy, Organization and Leadership at the University of Illinois Urbana-Champaign. She is co-author with her NILOA colleagues of the 2015 book, *Using Evidence of Student Learning to Improve Higher Education*. She holds a Ph.D. in Higher Education from the University of Illinois, an M.A. in Higher Education Administration from Kent State University, and a B.A. in Philosophy from Illinois State University.



30th Anniversary Keynote

Dr. Kate McConnell

Friday, November 17, 9:00 a.m., James River Ballroom

Dr. Kate McConnell is the Senior Director for Research and Assessment at AAC&U. Kate began her position after serving in several capacities at Virginia Tech, including its inaugural Director of Assessment in the Office of the Vice Provost for Undergraduate Academic Affairs. Kate's work focuses on using course-embedded assessment to improve teaching and learning while also addressing accountability and accreditation requirements. McConnell has extensive experience in assessment and evaluation, including working with college faculty to use assessment findings to improve learning and increase the effectiveness of academic and advising programs, HIPs like first-year experiences and undergraduate research, and general education courses and programs.

Wednesday, November 15, 2017

Time: 5:30 to 7:00 p.m.

Opening Reception and Poster Session

Location: James A

Join the Virginia Assessment Group Board and members for a welcome reception! The Virginia Regional Accreditation Symposium (VRAS) will be there to help us kick off the conference with some welcome activities. See you there!

Posters

Student-Faculty Partnerships: Lessons Learned Partnering at the Academic Program Level

Students are the ones who experience classes and programs from the learner's perspective. Similarly, faculty experience classes and programs from the instructor's perspective. Student and faculty views are important but are rarely included in the same conversation. Without such conversation, we fail to include the voices of those most invested in higher education. As a result, we set inappropriate goals, ignore critical information, misinterpret assessment findings, and overlook opportunities for meaningful change. The purpose of this project is to share our exploration into student partnership at the program level in order to facilitate improvements to student learning.

Presenter(s): Nick Curtis, Andrea Pope, & Olivia Szendey, *James Madison University*

Developing a Writing Assessment Through a "Group Assessment Fellows" Experience

This poster documents the process and results of an Assessment Group Fellows week-long intensive faculty assessment experience. The poster includes descriptions of the 1) Assessment Group Fellows program, 2) First-year Writing Program student learning outcomes, 3) student self-report critical reading assessment, 4) faculty rating tool, and 5) assessment results.

Presenter(s): S. Jeanne Horst & Michael Smith, *James Madison University*

Assessing Intercultural Competency for Short-term Study Abroad Programs

Despite the convenience and intuitive value of short-term study abroad trips, questions concerning exactly what is learned and how we can measure attainment of learning objectives persist. This poster seeks to address both issues. It provides background for developing a conceptual framework for short-term trips abroad and offers a case study of one such program based in Paris, France. The poster concludes with a plan for assessment and suggestions for improving the assessment process in this program and others, offering a foundation from which to launch new endeavors and tools to help develop, refine and promote existing programs.

Presenter(s): Jeff Kendrick, *Virginia Military Institute*

Reimagining the Student Work Experience: Developing High Impact Practices for Student Employees

This session explores the steps taken to develop a high impact employment experience for on-campus student employment. The program allows students to the opportunity to gain experience in areas identified as LEAP Essential Learning Outcomes. Through the use of the IOWA GROW Initiative, we will encourage the students to explore the connections between what they learn in the classroom and the experience they have in an office environment. Our students will have multiple opportunities to provide feedback on the structure of the program and inform changes for the 2018-19 year.

Presenter(s): Tiffany Runion, *James Madison University*

Building as We Fly: Development of a Common Rubric to Measure Pre-Service Teacher Competency under CAEP

In an effort to make the accreditation processes meaningful for an educator preparation program set in a large, public research university in the northeast, faculty and staff engaged in a collaborative process to develop a common rubric designed to evaluate pre-service teachers during the student teaching experience, and designed and piloted processes to establish technical quality of the common rubric. This collaborative process was not without setbacks and included a pilot process that was ultimately thrown out based not on results but issues related to process. This poster outlines the process, barriers and hurdles to item design and implementation and next steps.

Presenter(s): Amanda Turner, *University of Virginia*; & Aarti P. Bellara, *University of Connecticut*

Thursday, November 16, 2017

Time: 8:30 to 9:30 a.m.

Keynote Speaker

Location: James River Ballroom

Dr. Natasha Jankowski, *Charting the Future by Reflecting on Our Past*

Thursday, November 16, 2017

Time: 9:40 to 10:40 a.m.

Individual or Panel Presentations

Concurrent Session #1a

Location: Boulevard

Making a More Meaningful Assessment Process: Design Thinking and Assessment

While many institutions have overcome the hurdle of obtaining compliance with basic assessment activities, the need to move toward a more active engagement in the assessment process remains. A common complaint from faculty is that they don't find assessment particularly meaningful. One possible way to improve the perceived value of assessment is to incorporate design thinking methods into the overall assessment process. In this interactive, hands-on session, design thinking methods will be discussed and shared with participants so that they can transform the assessment processes at their institutions into more meaningful practices for both their academic departments and assessment offices.

Presenter(s): Sandra Baker, *Radford University*

Concurrent Session #1b

Location: Lee

Simplify, Simplify! Slowing Down to Get More out of Gen Ed Assessment

This session describes how Eastern Mennonite University has revised its general education assessment system to better align with the simple model for learning improvement described in Fulcher et al's 2014 NILOA "pig" paper, and invites discussion of how other institutions have considered and implemented the ideas presented in that paper. Themes for presentation and discussion include: (a) slowing down data collection cycles in order to provide time for analysis and implementation of changes; (b) improving the quality of results/reports faculty members receive; (c) helping make assessment work more useful to faculty members as they focus on student learning.

Presenter(s): Scott Barge & Kirsten Beachy, *Eastern Mennonite University*

Concurrent Session #1c

Location: Mayo

Can I ask you a question? Writing quality items for programmatic assessment

Despite the importance of using well-written items on assessment measures, many assessment practitioners have never received training in writing quality items. This session provides an introduction to best practices in item writing for direct (e.g., tests) and indirect (e.g., surveys) assessments. Additionally, participants are provided with references and resources for further learning, and given the opportunity to apply what is discussed during the session.

Presenter(s): Tom Waterbury & Elisabeth Pyburn, *James Madison University*

Concurrent Session #1d

Location: Shockhoe

Gold Sponsor Presentation

Revisiting the Process for Assessing Student Learning Outcomes: What Have We Learned?

As we reflect back over 30 years of Virginia assessment professionals coming together to share and collaborate on our work, this is perhaps a good opportunity to pause and share observations on what we have learned and how we have adapted our assessment processes. What are the steps in the process these days? How have we changed our work based on what we have learned? What changes still need to be made? And, perhaps the most important question: have our efforts improved learning? Join in a conversation with a panel of your assessment colleagues who will speak from experience about these topics and more!

Presenter(s): Ray Van Dyke, Weave; Jackie Bourque, *J. Sargent Reynolds Community College*; Keston Fulcher, *James Madison University*; & Jason Lyons, *Christopher Newport University*

Special Session

Location: Tredegar Boardroom

Q&A Session with Natasha Jankowski

Join Dr. Jankowski and President Lee Rakes for a follow-up to the keynote address. Bring your questions and other issues that you would like to address further.

Thursday, November 16, 2017

Time: 10:50 to 11:50 a.m.

Individual or Panel Presentation

Concurrent Session #2a

Location: Boulevard

Introduction to Assessment: Assessment 101

With calls for institutions to demonstrate the worth of higher education comes a responsibility to produce empirical evidence regarding students' learning. The way in which we collect evidence of student learning is through the assessment process. This presentation is an introduction to assessment and the steps in the assessment process. In this session, we will discuss the big-picture purposes of assessment and describe each step of the assessment process. Participants will have the opportunity to practice and have discussion around each step of the assessment process.

Presenter(s): Madison Holzman & Nikole Gregg, *James Madison University*

Concurrent Session #2b

Location: Lee

Utilizing Visuals to Understand and Share Assessment Data

This presentation addresses ways in which using visual and graphical representations of assessment data can improve continuous assessment. The focus will be on identifying appropriate visuals for specific types and uses of data.

Presenter(s): Joel Hanel, *Radford University*

Concurrent Session #2c

Location: Shockhoe

Assignments for Authentic Learning

Inspired by NILOA's 2013 initiative linking individual assignment design with high-level outcomes and program assessment, VCU's Center for Teaching and Learning Excellence has launched Assignments for Authentic Learning, an assignment-writing workshop for colleagues from diverse academic disciplines. Ultimately we wish to demystify institutional assessment, encouraging professors to invest intellectually in a range of assessment practices. We welcome advice from our audience members about how to expand and sustain a program that has begun with shoestring support. Further, we invite questions that challenge the program's assumptions and methods to bolster the impact this program will have on institutional assessment.

Presenter(s): Enoch Hale & Kate Nash, *Virginia Commonwealth University*

Scholarly Papers

Location: Mayo

Scholarly Paper 1: College Students' Perceptions of Civic Engagement Activities: An Argument for Distinguishing Between Political and Non-political Activities

Although many universities seek to promote civic engagement, institutions differ in the extent to which they distinguish between political and non-political civic engagement. We argue for the bifurcation of civic engagement and support our argument by illustrating how college students differentially value political and non-political activities. To ensure that political engagement does not get lost in broader civic engagement initiatives, programs are encouraged to be explicit about whether their intentions are to promote political or non-political involvement. We argue that the assessment of programs should follow suit and use instruments specifically designed for the type of engagement programs are targeting.

Presenter(s): Dena Pastor, *James Madison University*

Discussant: Stephanie Foster, *George Mason University*

Discussion: *Preparing a Manuscript for Publication in Research & Practice in Assessment*

Robin Anderson, *Research & Practice in Assessment*

Scholarly Paper 2: *Faculty Performing Institutional Assessment: How the AAC&U VALUE Rubrics Encourage Faculty Support and a Campus Culture that Supports Assessment*

The AAC&U VALUE rubrics provide tools for assessing student learning that capitalize on faculty knowledge. This session will describe how the VALUE rubrics do this by describing the rubrics as well as reporting on feedback from faculty who have participated in training and scoring using the VALUE rubrics. Discussion will focus on best practices for faculty performing institutional assessment in general and specifically when using rubrics for this assessment.

Presenter(s): Erin Horan, Kate McConnell, & Terry Rhodes, *Association of American Colleges and Universities (AAC&U)*

Discussant: Stephanie Foster, *George Mason University*

Discussion: *Preparing a Manuscript for Publication in Research & Practice in Assessment*

Robin Anderson, *Research & Practice in Assessment*

Thursday, November 16, 2017

Time: 12:00 to 1:00 p.m.

Lunch and Business Meeting

Location: James River Ballroom

Thursday, November 16, 2017

Time: 1:00 to 4:00 p.m.

Gold Sponsor

Consultant Booth

Location: Foyer

Have assessment questions? Unsure about what steps to take next? Have some tricky data to analyze? Come talk with us! Experienced professionals from James Madison University's Center for Assessment & Research Studies will be on hand to help you work out your trickiest of issues.

Thursday, November 16, 2017

Time: 1:15 to 2:15 p.m.

Individual or Panel Presentations

Concurrent Session #3a

Location: Boulevard

Gold Sponsor Presentation

The Foundational Skills Crisis: Assessing for Student Success in School, Work, and Life

New SCHEV requirements task Virginia institutions with comprehensively assessing student abilities in critical thinking, written communication, quantitative reasoning, and civic engagement. Certainly a great move towards ensuring student success but a challenge for institutions who need to insure that these skills are cultivated in a number of different settings and also are consistently assessed campus-wide. Join this session and discover how Credo Education can help your institution go beyond just compliance with the new SCHEV requirements to create a closed-loop strategy which supports faculty instruction in near-time and allows assessment leaders to prepare reports for institutional effectiveness and accreditation initiatives.

Presenter(s): Olga Karanikos, *Senior Director of Marketing, Credo Education*

Concurrent Session #3b

Location: Lee

Inciting Action: Reporting Strategies that Fuel Improvements Based on Assessment Results

Reporting results may seem like the easiest part of the cycle of student learning assessment and improvement, but it is rapidly becoming a cottage industry of tools with little advice on best practice. Compounding this is that assessment reports serve multiple masters. Do you really need to write two reports to communicate results for different audiences? This session will concentrate on writing assessment reports that jumpstart action and enable improvement in student learning. Participants in this session will help us diagnose what makes an assessment report actionable and what in a report can hinder action.

Presenter(s): Kathy Clarke & Gretchen Hazard, *James Madison University*

Concurrent Session #3c

Location: Shockhoe

Participatory Assessment for Collaborative Learning Experiences: Documenting Networked Learning in the Virginia AAC&U Faculty Collaborative Initiative

Tasked by the AAC&U Faculty Collaborative Initiative with developing an “innovation hub” within its digital faculty development network, the Virginia Faculty Collaborative Steering Committee based its design on the premise that general education must be reimagined for the digital age. We will engage session participants in a discussion of our novel instructional design and present learning as the documentation of and reflection on connections made across networks of people, resources, spaces, and time. We will also demonstrate how digital traces provide meaningful opportunities for formative feedback, guided reflection, and peer- and self-assessment.

Presenter(s): Laura Gogia, *Bandwidth Strategies, LLC*; Tim Merrill, *Reynolds Community*

College; Stephanie Blackmon, College of William and Mary; Sue Erickson, Virginia Wesleyan University; Jodi Fisler, State Council of Higher Education for Virginia; & Gardner Campbell, Virginia Commonwealth University

Thursday, November 16, 2017

Time: 2:30 to 3:30 p.m.

Individual or Panel Presentations

Concurrent Session #4a

Location: Boulevard

Gold Sponsor Presentation

From Compliance Zombie to Improvement Catalyst: Multiple Perspectives on Syncing Assessment with Improvement Efforts

Too often assessment endeavors yield little more than reports. Fortunately, several Virginia institutions are working hard to situate assessment in a new context, one where success means evidence of better student learning. To achieve this improvement, assessment practitioners cannot be on an island; they must partner with faculty and staff willing to make improvements. And, often they partner with faculty developers. In this session, representatives from Longwood University and James Madison University will talk openly about their learning improvement strategies, successes, and frustrations. The hope is that this dialogue will spur other institutions to experiment with improvement. Ample time will be reserved at the end of the session for Q and A.

Presenter(s): Keston Fulcher, *James Madison University*; Pam Tracy & Linda Townsend, *Longwood University*

Concurrent Session #4b

Location: Lee

Creating a “No Recommendations” Quality Enhancement Plan: Getting it “Right” the First Time

In the fall of 2016, VMI submitted its Quality Enhancement Plan, *Math that Matters*, to the SACSCOC on-site committee for review and comment. A month or so later, we hosted the committee and spent a significant amount of time discussing the Plan, to include its (a) initial and ongoing development, (b) intended learning and program outcomes, and (c) assessment and evaluation plan. After review, the committee made no recommendations for the Plan’s improvement, only a few minor suggestions, which required no response in the follow-up Response Report. This accomplishment is something ~60% of institutions fail to achieve. In this session, we will discuss how we achieved this goal, from its initial conception to a fleshed out plan ready for review and implementation, free from the burden of subsequent reporting.

Presenter(s): Lee Rakes and Troy Siemers, *Virginia Military Institute*

Concurrent Session #4c

Location: Mayo

It's Evaluation Time, Charlie Brown! Authentic Assessment of Critical Thinking and Information Literacy Skills, Despite Worry and Unexpected Results

Thinking about a favorite comic is a welcomed distraction during a busy day at work. However, the same is not always true when considering evaluation. Often assessment is an unwelcome thought as it is accompanied with a wide array of emotions. This session will share techniques for reducing the worry surrounding the in-class assessment of critical evaluation skills, as well as provide tips on using unexpected results to increase opportunities for student learning.

Presenter(s): Heather Fitzgerald, *Tidewater Community College*

Concurrent Session #4d

Location: Shockhoe

Designing and Aligning Learning Outcome Assessments

This co-presentation incorporates the perspective from the Assessment side of Institutional Effectiveness along with the Design side of Curriculum Development. This bifocal lens aims to help participants see through an effectively aligned approach for assessing Program Learning Outcomes (PLO). Attendees will be walked through an assessment structure that gives special attention for not only ensuring PLO alignment throughout the process, but also developing a detailed plan that promotes the procurement of meaningful findings. Additionally, participants will be given opportunity to practice these skills and navigate around a range of assessment pitfalls.

Presenter(s): Brandon Moore & Erin Jenkins, *Liberty University*

Thursday, November 16, 2017

Time: 3:30 to 3:45 p.m.

Coffee Break

Location: Foyer

Thursday, November 16, 2017

Time: 4:00 to 5:00 p.m.

Individual or Panel Presentations

Concurrent Session #5a

Location: Boulevard

Assessment as Research: Strategic use of compelling questions

Our assessment colleagues are often discouraged by the lack of data use from their assessment work. This session asks participants to reconsider their assessment process through a renewed focus on practical research. By brainstorming the compelling questions an institution could ask, and by engaging in targeted data analysis activities, the participants of this session will gain insight into developing assessment processes that address meaningful questions about student learning and success.

Presenter(s): Javarro Russell, *ETS*

Concurrent Session #5b

Location: Lee

Around the World with Library Assessment: How can we be strategic together?

The presenter had the privilege of attending three different conferences on library assessment over the course of one year, where major themes included strategic planning, demonstrating value, and moving into an uncertain future. Select presentations discussed collaborative projects between academic libraries and university institutional research and/or assessment offices. Given the silos within the library assessment world and within our institutions between library and university assessment professionals, this presentation asks how can we be strategic together? How can we break down silos within our field, as well as within our institutions?

Presenter(s): Kathleen Bell, *George Mason University*

Concurrent Session #5c

Location: Mayo

Do All Study Abroad Programs Develop "Global Citizens"?

The purpose of this proposal is to offer a methodological critique of how study abroad programs are generally assessed as a homogeneous entity which sometimes lead to unrelated conclusions about the effectiveness of the primary goal of producing 'global citizens' or enhancing 'intercultural awareness'. Although the primary intention of establishing study abroad programs is great, "commodification" of some of the programs is diluting realization of the expected outcomes. Institutional research analysts and assessment professionals need to become more critical of how the effects of study abroad programs are analyzed by distinguishing among short-term, medium-term and long-term programs, as they have differential impact on student outcomes.

Presenter(s): Ebenezer Kolajo, *Radford University*

Concurrent Session #5d

Location: Shockhoe

Triennial Assessment: A Valid Alternative to Annual Assessment

When does one assessment cycle end and the next one start at your institution? Do you find

that your faculty and staff struggle with collecting data, writing reports, and implementing change within an annual cycle? This session will describe the triennial assessment process at Christopher Newport and discuss how this process is employed across year one, year two, and year three. We will discuss the expected improvements to the effectiveness of our assessment process through the extra time allotted within a triennial assessment schedule. In groups, participants will have the opportunity to share their own experiences with the assessment process.

Presenter(s): Jason Lyons, *Christopher Newport University*

Friday, November 17, 2017

Time: 9:00 to 10:00 a.m.

30th Anniversary Keynote Address

Location: James River Ballroom

Dr. Kate McConnell, *Association of American Colleges & Universities*

Friday, November 17, 2017

Time: 10:50 to 11:10 a.m.

PechaKucha Presentations

Location: James River Ballroom

Engaging Faculty to Promote University-wide Assessment

This session will focus on methods to leverage faculty support in addressing student participation in university-wide assessments efforts. In recent years there has been a downward trend in student response rates for surveys and other assessment activities. To investigate factors influencing student participation we collaborated with our Marketing and Nursing departments and utilized social media for insight on student attitudes. Findings were shared with faculty.

Presenter(s): Elicia Charlesworth, *Liberty University*

No, This Won't be on the Test: Innovative Approaches to the Assessment of Non-Content Learning Outcomes

Across campus, those involved with student learning outcomes assessment spend a significant amount of time and resources on the assessment of content knowledge. Although vital to students' long-term success, content knowledge alone does not adequately prepare students to take on their future roles. Thus, the assessment of non-content knowledge becomes essential for inclusion in campuswide assessment practices. In this PechaKucha session, we will briefly examine and discuss innovative ideas for the assessment of non-content learning outcomes, as well as how this practice can bolster participation in assessment.

Presenter(s): Madeline Smith, *University of Georgia*

Friday, November 17, 2017

Time: 10:20 to 10:50 a.m.

Policy Presentation

Location: James River Ballroom

The New SCHEV Assessment Policy: Directions and Possibilities

In July 2017, the State Council of Higher Education for Virginia adopted the Policy on Student Learning Assessment and Quality in Undergraduate Education for the Commonwealth. The policy identifies critical competencies for student success and establishes guidelines for the assessment of student achievement in accordance with Goal #2 and Initiative #4 of the Virginia Plan. In this session, Dr. Fisler will share the guiding principles and strategy for implementing the policy across the Commonwealth.

Presenter(s): Jodi Fisler, *SCHEV*

Friday, November 17, 2017

Time: 11:15 a.m. to 12:30 p.m.

Policy Presentation

Location: James River Ballroom

Creating or Revising an Institutional Assessment Plan: Strategies for Addressing SCHEV, SACSCOC, and Program Needs

Assessment professionals are feeling the strain of multiple pressures for reporting, from both internal and external sources. Without a comprehensive institutional assessment plan, these pressures can feel overwhelming and nearly impossible. In this session, we will facilitate breakout teams to discuss campus philosophies and strategies for assessment, institutional change mechanisms, and ways to stay sane through it all! This is a great opportunity to learn from both public and private institutions about how we organize ourselves for addressing multiple internal and external needs.

Presenter(s): Stephanie Foster, *George Mason University*; Jodi Fisler, *SCHEV*; Tisha Paredes, *Old Dominion University*; & Scott Oates, *Virginia Commonwealth University*

Thank you to this year's presenters!

Robin Anderson, *Research & Practice in Assessment*

Sandra Baker, *Radford University*

Scott Barge, *Eastern Mennonite University*

Kirsten Beachy, *Eastern Mennonite University*

Kathleen Bell, *George Mason University*

Aarti P. Bellara, *University of Connecticut*

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Jodi Fisler, *State Council of Higher Education for Virginia*

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Laura Gogia, *Bandwidth Strategies, LLC*

Nikole Gregg, *James Madison University*

Enoch Hale, *Virginia Commonwealth University*

Joel Hanel, *Radford University: College of Education and Human Development*

Gretchen Hazard, *James Madison University*

Madison Holzman, *James Madison University*

Erin Horan, *Association of American Colleges and Universities*

S. Jeanne Horst, *James Madison University*

Erin Jenkins, *Liberty University*

Olga Karanikos, *Credo Education*

Jeff Kendrick, *Virginia Military Institute*

Ebenezer Kolajo, *Radford University*

Jason Lyons, *Christopher Newport University*

Kate McConnell, *Association of American Colleges & Universities*

Tim Merrill, *Reynolds Community College*

Brandon Moore, *Liberty University*

Kate Nash, *Virginia Commonwealth University*

Scott Oates, *Virginia Commonwealth University*

Tisha Paredes, *Old Dominion University*

Dena Pastor, *James Madison University*

Andrea Pope, *James Madison University*

Elisabeth Spratto, *James Madison University*

Lee Rakes, *Virginia Military Institute*

Tiffany Runion, *James Madison University*

Javarro Russell, *Educational Testing Service*

Madeline Smith, *University of Georgia*

Michael Smith, *James Madison University*

Olivia Szendey, *James Madison University*

Linda Townsend, *Longwood University*

Pam Tracy, *Longwood University*

Amanda Turner, *University of Virginia*

Ray Van Dyke, *Weave*

Tom Waterbury, *James Madison University*

30th Anniversary Dinners

Thursday, November 16, 2017

Meet in hotel lobby at 6:00 pm, dinner at 6:30 pm. Your host will lead the way!

The 30th Anniversary Dinners are an opportunity to spend time with your colleagues, relax, and have fun! Dinners are **not** included in the registration fee.

Limited seating at each location. Please sign up in advance at the registration table.

Lemaire

101 West Franklin Street, Richmond VA

Lemaire is a New American restaurant bringing a fresh, modern culinary experience to one of Virginia's most iconic attractions – The Jefferson Hotel, Richmond, Virginia. The menu features extraordinary Virginia grown ingredients and the Southern influences of Richmond's food culture.

The innovative cocktail list features classic libations with a modern twist and fresh, handcrafted ingredients.

Mama J's

415 N. 1st Street, Richmond VA

<http://mamajskitchen.com/>

Mama J's is Richmond's premier soul food dining experience. This family-owned and operated restaurant located in Historic Jackson Ward celebrates the family tradition of going to grandma's house of Sunday dinner. Great southern food with outstanding service in a relaxing atmosphere.

Pasture

416 E. Grace St. Richmond VA

www.pastureva.com

Pasture, on East Grace Street, was just named the best restaurant in Virginia by Southern Living magazine. "Both Pasture and its sister restaurant, Comfort, are love letters to Virginia ingredients and mountain cooking," the magazine wrote in an article about the best restaurants in the South. "Pasture takes a few more liberties with tradition, like the Country Captain chicken dish with tomato-curry gravy."



Tio Pablo

1703 East Franklin Street, Richmond VA
<http://tiopablotacos.com/>

If you're down with the go-with-the-flow vibe, you won't be disappointed by the tacos, some of the best in Richmond! Tio Pablo raises the bar with bold, authentic flavors and friendly service.

The Roosevelt

623 N. 25th Street Richmond VA
<http://www.rooseveltrva.com/>

The Roosevelt is a neighborhood restaurant in a turn-of-the-last-century building in Church Hill, Richmond's oldest neighborhood. Our food is an untraditional celebration of the food of the South, served alongside an all-Virginia wine list, a hearty roster of regional beers, and a selection of craft cocktails that'll knock your socks off.

The Hard Shell Downtown

1411 E. Cary Street, Richmond, VA
<http://thehardshell.com/downtown/>

Opening its doors in 1995 in downtown Richmond, Virginia's Shockoe Slip, The Hard Shell has created a loyal following and has been repeatedly voted "**BEST SEAFOOD**" in the city by Style Magazine and Richmond Magazine. The Hard Shell strives to offer the highest quality seafood, steaks and more in a warm, inviting and relaxing atmosphere and to provide outstanding customer service to each and every customer.

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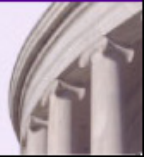
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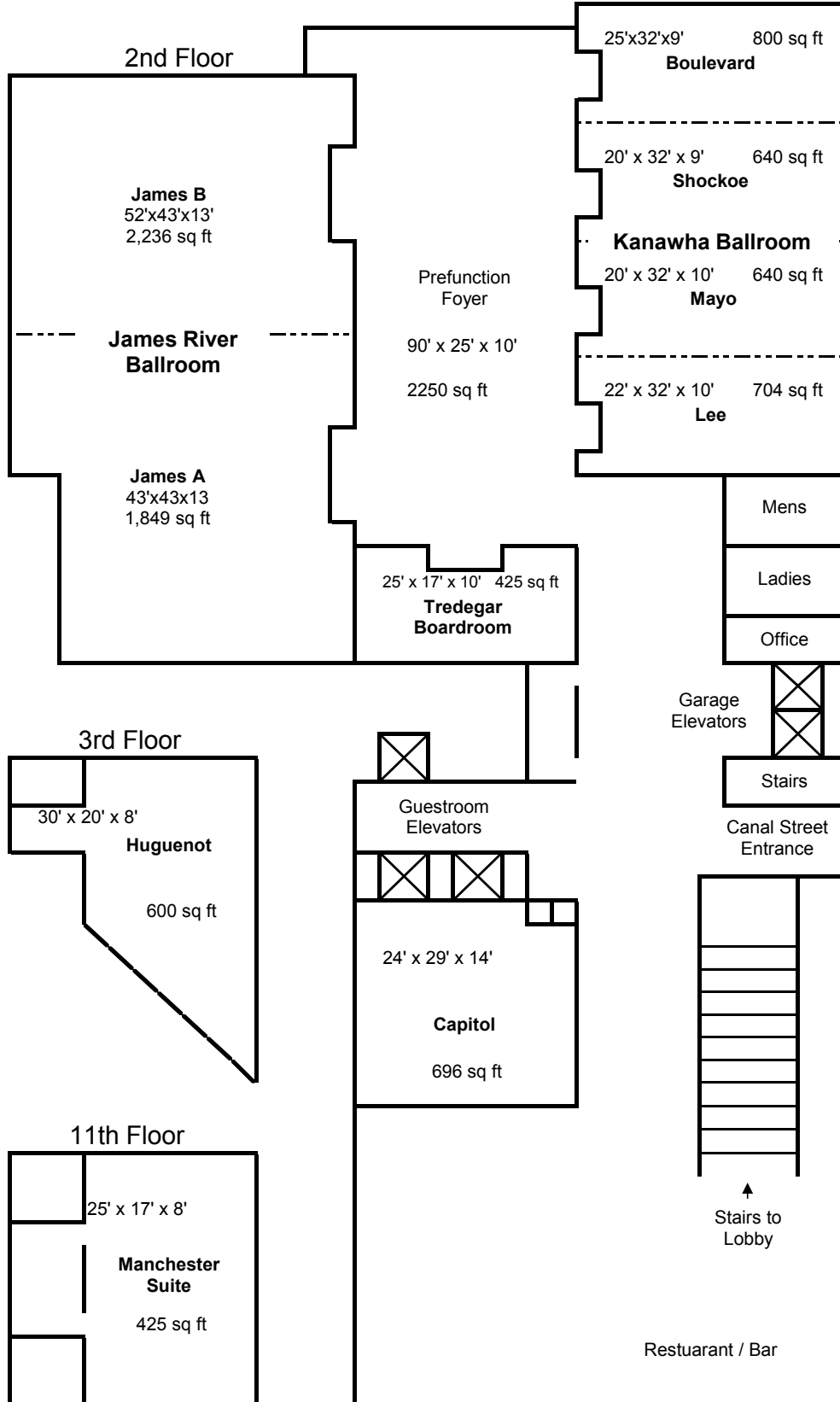
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