



4th Annual LEAP Texas Forum
Building Strong Undergraduate Education: The Essentials

February 19-21, 2017
El Centro College
801 Main Street
Dallas, TX 75202

SUNDAY, FEBRUARY 19, 2017

12:00-4:30 p.m.

Calibration Session*

Dr. Larry King, LEAP Texas Assessment Fellow, Stephen F. Austin State University

Dr. Chris Duke, LEAP Texas Assessment Fellow, San Jacinto College

Location: R200 and R202, Faculty Teaching and Learning Center, R Building, 701 Elm Street
(Corner of Elm and Market)

This session is intended for evaluators from member institutions of the [Texas Assessment Collaborative](#).

5:00-7:30 p.m.

LEAP Texas Board of Directors Meeting*

Location: Dealey, Crowne Plaza Dallas Downtown

MONDAY, FEBRUARY 20, 2017

CHECK-IN | begins at 8:00 A.M.

Location: Outside of the Performance Hall, C Building

8:00-8:30 a.m.

Breakfast

Location: Student Center, B Building

8:30-8:45 a.m.

Welcome and Introductions

Location: Performance Hall, C Building

8:45-9:45 a.m.

KEYNOTE ADDRESS

Focusing on What Matters Most at Your Institution

Dr. Betsy Barefoot, Senior Scholar for the John N. Gardner Institute

Location: Performance Hall, C Building

Of the myriad themes that define excellence in undergraduate education, which ones matter most at your institution? Using as a framework, the six themes explored in 2016 book, *The Undergraduate Experience: Focusing Institutions on What Matters Most*, Betsy Barefoot, a co-author, will explore these themes and encourage participants to reflect on them in the context of their college or university.



9:45-10:00 a.m. (Coffee Break)

Location: Student Center, B Building

10:00-11:00 a.m.

GENERAL SESSION

Dr. Susan Albertine, Senior Scholar in the Office of Integrative Liberal Learning and the Global Commons, Association of American Colleges and Universities

Location: Performance Hall, C Building

Director of LEAP States since 2008, Susan Albertine will offer a national perspective on LEAP achievements in states, state systems, and consortia. She will identify both promises and challenges to large-scale collaboration for liberal education, inclusive excellence, and student success. To close the session, she will invite the audience to take the lead in “Ask Me Anything.”

11:00-11:10 a.m. (Break)

11:10 a.m.-12:00 p.m.

CONCURRENT SESSIONS

Tracking Student Participation in Curricular and Co-Curricular High-Impact Experiences

Track: Designing and Implementing High Impact Practices (HIPS)

Kristin Harper, Texas A&M University

Jenna Kurten, Texas A&M University

Darby Roberts, Texas A&M University

Location: M1042, One Main Place (Westin Hotel)

Texas A&M University’s Quality Enhancement Plan, “Aggies Commit to Learning for a Lifetime” aims to increase student involvement in high-impact experiences. Implementation of the QEP provides the opportunity for integration of high-impact activities and the value of these experiences and their impact on student persistence and success has been well-documented. The institution did not have a method of documenting individual student participation, which was essential for assessment of the QEP. Presenters will share methods used to define high-impact experiences and integrate those experiences in courses and co-curricular activities. The program will also detail the systems developed to track student participation in high-impact experiences.

Assignment Design, Measuring Validity, and Continuous Improvement

Track: Designing Effective Assignments and Signature Work

Chris Duke, San Jacinto College

Location: M1043, One Main Place (Westin Hotel)

San Jacinto College believes a locally designed “Usability of Sample” criterion added to each rubric is essential to the continued effectiveness of the full-scale implementation of LEAP VALUE-based assessment. The “Usability of Sample” criterion embeds within the juried assessment process by faculty evaluators a method for measuring the validity of the assessment process. The implementation of the criterion has yielded indispensable data that has formed the foundation for continuous improvements focused on assignment design and rubric selection. This session will discuss specific examples of observed data and the resulting continuous



improvements. A copy of the criterion will be provided, and recommendations for implementation based on lessons learned will be offered.

Process before Product: Faculty-Led General Education Curriculum Renewal through Communication, Community Involvement, and Transparency

Track: Strategies for Successful Faculty Development

Cory Lock, St. Edward's University

David Blair, St. Edward's University

Location: M1048, One Main Place (Westin Hotel)

A challenge shared by many institutions is maintaining a current, engaging general education curriculum that faculty support both passively (believing in the curriculum and its benefits) and actively (teaching portions of the curriculum and participating in revision or other projects). St. Edward's University, a private institution of about 5,000 students, recently engaged in the first step of general education curriculum renewal, designing an entirely new curriculum and passing it with widespread faculty support in a two-year timeframe. This session focuses on lessons learned from this process, with participant take-aways focused on concrete communication and community-engagement strategies.

Using AAC&U Rubrics to Define the Undefined

Track: Successfully Implementing the VALUE Rubrics

Lea Campbell, University of Houston-Downtown

Location: M1029, One Main Place (Westin Hotel)

Early in the development of the UHD's Core and QEP (critical thinking-focused), faculty struggled to define the knowledge, skills and attitudes which defined the six Core Objectives. This session discusses strategies UHD is using to engage faculty in the adoption, refinement and application of the VALUE rubrics in Core courses and in the QEP. Discussion includes an overview of UHD's Core and QEP assessment strategies, professional development to engage faculty in the rubrics, strategies to support contingent faculty and utilizing the VALUE Rubrics to build a common language that supports instruction and assessment in the Core and in the QEP.

12:00-1:30 p.m.

Lunch on your own | see [nearby dining options](#)

1:30-2:30 p.m.

CONCURRENT SESSIONS

Assessing Teamwork Using Student Self-Reflections: Efforts to Design and Pilot a Locally Developed Instrument

Track: Assessment of Student Learning at the Course, Program, and Institutional Level

Brandi Jones, Sam Houston State University

Tama Hamrick, Sam Houston State University

Jeff Roberts, Sam Houston State University

Location: M1048, One Main Plaza (Westin Hotel)



As part of the Texas Core Curriculum requirements, many Texas institutions are striving to identify ways to measure the Core Objective of “Teamwork.” This presentation will demonstrate one institution’s plan to use a locally-developed Teamwork Self-Reflection Instrument (TSRI) to assess students’ self-perceived actions and behaviors in a team setting. The TSRI was a pilot project implemented on a voluntary basis during the fall 2016 semester at Sam Houston State University. If successful, this instrument will be used to satisfy general education requirements, and could also provide valuable programmatic assessment data for various constituents.

Signature Assignment Institute: A Study of the Effects on Student Performance on the Teamwork Objective

Track: Designing Effective Assignments and Signature Work

Jeanne Tunks, University of North Texas

Location: M1043, One Main Plaza (Westin Hotel)

The University of North Texas hosted a NILOA-style conference in the summer of 2016 to assist and guide faculty members in the development of signature assignments for the THECB objective Teamwork. The two-day institute applied the NILOA principles of the Charrette, and extended the Charrette into a study of change in student performance. Results will be presented on the changes observed in assignment designs and student performance on the Teamwork objective. Comparisons between Teamwork assessments administered in the spring, prior to the institute will be compared to data from the fall, after the institute.

Quality Enhancement Plan (QEP): Faculty Engagement in a Transformational Student Experience

Track: Designing and Implementing High Impact Practices (HIPs)

Faiza Khoja, University of Houston-Downtown

Poonam Salhotra, University of Houston-Downtown

Location: M1042, One Main Plaza (Westin Hotel)

University of Houston- Downtown’s (UHD) QEP entitled “Academic Achievement through Community Engagement,” or A+CE is aligned with its mission, vision, and strategic plan. We seek to develop critical thinkers via A+CE-designated courses, and provide the students with opportunities for community engagement and reflection as they navigate higher education. Embedded in the core curriculum and other lower-division courses, this QEP demonstrates UHD’s commitment to prepare students with the critical analysis tools required to address underlying problems within social structures. Faculty have played an integral role in providing students with this transformational experience by participating in the development and implementation of the QEP.

Incorporating Communication, Critical Thinking, Quantitative Literacy, and Teamwork into a Signature Assignment for Geology

Track: Designing Effective Assignments and Signature Work

Nancy Fields, El Centro College

Bethan Sallé, El Centro College

Location: M1026, One Main Plaza (Westin Hotel)



The Geology faculty at El Centro College (ECC) have collaborated to create a signature assignment that assesses the four required Texas Core Objectives (communication, critical thinking, empirical and quantitative skills, and teamwork) for the Life and Physical Sciences. This signature assignment, aligned with and scored by the associated VALUE Rubrics, is a semester-long research project in which students are asked to investigate the hydraulic fracking process and how fracking is affecting the North Texas region. During this presentation, the faculty will share how this project has been developed, designed, implemented, and revised over the last few semesters.

2:30-2:40 p.m. (Break)

2:40-3:30 p.m.

CONCURRENT SESSIONS

Strengthening Undergraduate Education through Core-infused Pathways

Track: Designing and Implementing High Impact Practices (HIPs)

Susan Goll, Houston Community College

Location: M1042, One Main Plaza (Westin Hotel)

This interactive, dialogue-based presentation provides background information on pathways component strategies, outlines implementation steps and opportunities for increasing faculty engagement in pathways work, and offers opportunities to reflect on the synergistic relationship between guided pathways, institutional success and completion goals, and Texas Core Objectives.

Assessing the Core Objectives: Some Preliminary Findings

Track: Successfully Incorporating One or More of the Texas Core Objectives into the Foundational Component Areas of the Texas Core Curriculum

Steven Sewell, College of the Mainland

Location: M1026, One Main Plaza (Westin Hotel)

This presentation will review the process that College of the Mainland developed in order to assess the THECB mandated Core Objectives. This presentation will provide a detailed history of the steps involved in developing COM's Core Objective assessment plan. The presenter will discuss how the plan evolved when it was expanded from general education courses to include workforce courses. The presenter will offer a comprehensive review of two years of direct and indirect Core Objective assessment data. Finally, the presenter will provide a critical analysis of those findings and what changes occurred as a result of this key assessment data.

Surviving SACSCOC 3.5.1: One Institution's Experience with Reaffirmation under the New Texas Core Curriculum

Track: Assessment of Student Learning at the Course, Program, and Institutional Level

Loraine Phillips, University of Texas at Arlington

Rebecca Lewis, University of Texas at Arlington

Location: M1043, One Main Plaza (Westin Hotel)



The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) expects accredited institutions to identify and assess general education competencies (Comprehensive Standard (CS) 3.5.1). The general education curriculum in Texas is the Texas Core Curriculum (TCC). Presenters from The University of Texas at Arlington, one of the first institutions to undergo SACSCOC reaffirmation under the TCC, will share UTA's CS 3.5.1 narrative and early feedback from SACSCOC. The THECB expects public institutions to assess and report on Core Curriculum objective attainment. Presenters will share UTA's report to the THECB. Questions and open conversation among attendees and presenters about TCC experiences with SACSCOC and the THECB will be included.

Teaching Leadership: Two Ideas for Sophomore-Level Classes

Track: Assessment of Student Learning at the Course, Program, and Institutional Level

Ann Beebe, University of Texas at Tyler

Greg Bock, University of Texas at Tyler

Location: M1028, One Main Plaza (Westin Hotel)

This presentation will discuss two recent course proposals for the Core Curriculum at UT Tyler. ENGL 2370 (Readings in American Leadership) introduces students to a series of classic readings, speeches and essays, on leadership by American leaders. The readings in the course will draw from a range of perspectives and contexts in order to create a working definition of the characteristics of an exemplary leader and to consider the application of those traits in current academic and professional settings. PHIL 2331 (Foundations of Leadership) is a survey of approaches to leadership in both Western and Eastern philosophy including but not limited to the ideas of Lao Tzu, Plato, and Locke.

Influencing Sustainable Behavior: An Undergraduate Research Assignment Incorporating Critical Thinking, Teamwork, Communication, and Quantitative Analysis to Foster Social and Personal Responsibility

Track: Designing Effective Assignments and Signature Work

Amber Raley, University of Texas at Arlington

Location: M1043, One Main Plaza (Westin Hotel)

Students individually identify commonly observable behaviors on campus that they would seek to change. The class votes on these ideas and five research teams are assembled around five projects. The assignment consists of a literature review, observational data collection, quantitative analysis and class presentation of their campaign conducted by the groups as well as individual research proposals. Students gain a better understanding of their personal responsibility as campus citizens and attempt to encourage prosocial behaviors in others and at the end of the class have a proposal for research which can be continued with the potential for submission to conferences.

3:30-3:40 p.m. (Break)

3:40-4:30 p.m.

CONCURRENT SESSIONS

Texas Assessment Collaborative Progress Report

Larry King, LEAP Texas Assessment Fellow, Stephen F. Austin State University

Chris Duke, LEAP Texas Assessment Fellow, San Jacinto College



Location: M1026, One Main Plaza (Westin Hotel)

Texas Assessment Fellows will provide an update on the progress and future of the Texas Assessment Collaborative. At the time of this session, seven participating institutions will have each contributed anonymized samples of student work from which a random sample of 400 documents will have been made available to a group of 30+ evaluators that participated in a pre-forum calibration session. All samples will be assessed against the LEAP VALUE Written Communication Rubric. Results will be calculated in aggregate and reported via the LEAP Texas website and webinars. The session will discuss the parameters of and procedures for institutional participation, consider reflections from the recently conducted calibration session, and consider input from attendees regarding information useful for LEAP Texas member institutions to be published via LEAP Texas Development Hub.

Aligning High Impact Practices and VALUE Rubrics for 21st Century Learning

Doyle Carter, LEAP Texas Faculty Fellow, Angelo State University

Jennifer T. Edwards, LEAP Texas Faculty Fellow, Tarleton State University

Location: M1028, One Main Plaza (Westin Hotel)

High Impact Practices (HIPs) and VALUE Rubrics are two key LEAP Proficiencies. While one focuses on pedagogy and the other on assessment, these tools complement one another in substantial ways. The presenters will provide an overview of each proficiency and examples of how faculty can use both to design curricula and assignments that meet the needs of 21st century students.

Integrating Degree Qualification Profile and Tuning with the THECB's 60X30 emphasis on Marketable Skills: The Discipline of History as a Test Case and Model

Jonathan Lee, LEAP Texas Faculty Fellow, San Antonio College

Location: M1042, One Main Plaza (Westin Hotel)

Participants in this session will learn about ongoing efforts between faculty at San Antonio College (two year), Texas A&M University-San Antonio, and The University of Texas at San Antonio to establish program goals and outcomes, translate these goals and outcomes into marketable skills, establish criteria for exercises through which students attain these skills and where they should engage them over the course of their pathway towards a bachelor's degree, and explore strategies through which students can learn to communicate these marketable skills.

What's ethical about personal responsibility?

Nakia Pope, LEAP Texas Faculty Fellow, The University of Texas at Arlington

Location: M1043, One Main Plaza (Westin Hotel)

Is the Core Objective "personal responsibility" simply ethical reasoning? It would seem so. The definition speaks of "ethical decision-making." The Ethical Reasoning VALUE Rubric is a common tool with which to assess this Core Objective. But does equating personal responsibility with a particular type of reasoning really capture the what and the why of this Core Objective? Join a discussion about this difficult but vital Core Objective, what it means, and how it might be taught and assessed. Warning: this session is led by a philosopher, but he promises to keep mentions of Aristotle and Kant to a minimum.



Signature Assignment Institutes: Charrettes Texas Style

Jeanne Tunks, LEAP Texas Faculty Fellow, University of North Texas

Location: M1048, One Main Plaza (Westin Hotel)

Participants will learn the specifics about the summer 2017 signature assignment institutes being held in the Houston, Valley, and North Texas areas. At the institutes participants will develop signature assignments for the social responsibility objective and work with student data to show change in student performance.

Core Curriculum Course Discussion with Dr. Rex Peebles

Rex Peebles, Assistant Commissioner, Division of Workforce, Academic Affairs, and Research, Texas Higher Education Coordinating Board

Location: Performance Hall, C Building

In this session, Dr. Peebles will moderate a Core Curriculum Course discussion, primarily in the format of a Q&A.

4:30-4:40 p.m. (Break)

4:40-5:00 p.m.

GENERAL SESSION

Rex Peebles, Assistant Commissioner, Division of Workforce, Academic Affairs, and Research, Texas Higher Education Coordinating Board

Location: Performance Hall, C Building

Participants in this general session will hear about the upcoming legislative session and other “hot topics.”

5:30-7:00 p.m.

Reception

Hosted by our Forum Sponsor LiveText

Location: Cowboy Room, Palm Restaurant, 701 Ross Avenue, Dallas, TX

TUESDAY, FEBRUARY 21, 2017

CHECK-IN | begins at 7:30 A.M.

Location: Outside of the Performance Hall, C Building

7:30-8:20 a.m.

Breakfast

Location: Student Center, B Building

ROUNDTABLES

Sharing Assessment Resources Across the Faculty-Staff Divide

Track: Assessment of Student Learning at the Course, Program, and Institutional Level

Sharon Bailey, University of Houston-Victoria

Location: C100, Dining Room, C Building



Participants in this discussion are invited to share how faculty and administration can work together on assessment in ways that meet the needs of both groups. Faculty and department chairs do the main work of assessment, but have limited time and resources. Administrators and staff (e.g., assessment coordinator, institutional effectiveness, institutional research, strategic planning coordinator, etc.) have access to information and resources, but are not on the front lines of assessment. How can the two groups collaborate to share the work, resources, and rewards of good assessment?

Gathering GEACs and Herding CCATs: Lessons Learned in Building Effective Faculty Assessment Committees for the Core Curriculum

Track: Assessment of Student Learning at the Course, Program, and Institutional Level

Toni Blum, University of Texas at El Paso

Nancy Martin, University of Texas at San Antonio

Location: C100, Dining Room, C Building

The assessment of General Education, aka, the Core Curriculum at any university is fraught with logistical, political and personal challenges. Dr. Nancy Martin will discuss lessons learned from two very different efforts at implementing a university-level assessment team at the University of Texas at San Antonio (large public emerging research university), with special attention paid to the critical changes made to implement a more successful “reboot.” Dr. Toni Blum will discuss the lessons learned from implementing university-level teams at Stetson University (a small private master’s comprehensive institution) and the University of Texas at El Paso (a large public emerging research university).

Tell Me What You Know

Track: Designing Effective Assignments and Signature Work

Jason Vidrine, Austin Community College

Location: C100, Dining Room, C Building

Instructors of record are required to assess students’ oral communication skills even though students are not taught oral communication in that specific course and may not be knowledgeable of the process of developing and delivering a presentation. Attendees will learn, discuss, and begin to build a guide for oral presentations so students can determine the purpose of their presentation, methods of organizing their main points, and ways to develop their credibility. Multiple assessments for the oral communication competency will be developed based on the prepared guide.

8:30-9:20 a.m.

GENERAL SESSION

Moving an Agenda: The Case of Transfer

Dr. Linda K. Johnsrud, Provost Emerita, University of Hawai’i System

Location: Performance Hall, C Building

Those of us committed to student success know that there have been countless initiatives introduced on campuses aimed at enhancing retention, completion, and success. This session will focus on the implementation of initiatives: how are good ideas executed in order to attain the desired outcomes? how can an agenda be



moved to success in the academic context? Successful strategies for implementation will be applied to a persistent challenge in higher education—the seamless transfer of students from two to four year campuses, enabling on-time completion, without excess credits and cost.

9:20-9:30 a.m. (Coffee Break)

Location: Student Center, B Building

9:30-10:20 a.m.

CONCURRENT SESSIONS

Developing Institutional Interpretations of LEAP VALUE Rubrics

Track: Designing Effective Assignments and Signature Work

Chris Duke, San Jacinto College

Location: C335, C Building

San Jacinto College faculty have developed an *Institutional Interpretation* that accompanies each LEAP VALUE rubric the college has implemented to assess the Texas core objectives. The Institutional Interpretation documents the cumulative decisions our faculty have made during workshops and calibration sessions regarding how to distinguish between different levels of performance defined by the rubric. The institutional interpretation (a) allows faculty to flexibly adapt LEAP VALUE rubrics to specific disciplines without modifying the rubric, (b) serves as a guide for applying the rubric which supports training/calibration and improves inter-rater reliability, and (c) represents a faculty-developed, comprehensive definition of the college's standard for student attainment regarding the general education outcomes. The development of institutional interpretations for LEAP VALUE rubrics by multiple institutions presents a significant opportunity for inter-institutional collaboration. This session will describe how institutional interpretations may be developed and implemented, and examples will be provided.

Integration of Cooperative, Project-based, Authentic Experiments in the General Chemistry Laboratory Program: Exemplar Model for STEM Laboratory Instruction

Track: Designing and Implementing High Impact Practices (HIPS)

Adrian Villalta-Cerdas, Sam Houston State University

Location: A841, A Building

The session will present the design and implementation of the Authentic Chemistry Experiment Laboratories, ACE-Labs. In the ACE-Labs students were introduced to authentic experimental learning opportunities, and they were able to develop and test their own experiments while working cooperatively in chemistry projects. This reformed program was designed to address the goals for laboratory education put forth by the National Research Council (e.g., development of scientific reasoning, cultivating interest in science and in learning science, developing team working skills). The outcomes of the curricular reform will be discussed to provide attendees with information to advise their own laboratory reform endeavors.

A Collaborative Learning Process for Assessing the Core Curriculum at a Large Research University

Track: Assessment of Student Learning at the Course, Program, and Institutional Level

Laura Costello, University of Texas at Austin



Jennifer Morgan, University of Texas at Austin

Location: ~~B119, B Building~~ moved to **A347, A Building**

Assessing the core curriculum at UT-Austin presents many challenges, given the number and variety of core courses offered at our institution. To strengthen the quality and usefulness of this initiative, we have developed a collaborative assessment approach, focused on valuing and learning from cross-disciplinary perspectives to build a shared understanding of core competencies. The focus of this session is to describe how we have applied our process across different core component areas and what we have learned, by sharing examples of our assessment materials, procedures for collecting and rating student work, and ways we have engaged faculty in this process.

Using an Existing Course- and Program-Level Assessment Measure to Also Assess Critical Thinking at the Institutional Level

Track: Assessment of Student Learning at the Course, Program, and Institutional Level

Jeff Roberts, Sam Houston State University

Glenn Sanford, Sam Houston State University

Location: C100, C Building

This presentation highlights the extension of an existing assessment program at Sam Houston State University to also assess the broader THECB Objective of Critical Thinking. The SHSU's Philosophy Program uses the Texas Assessment of Critical Thinking Skills instrument to assess student critical thinking at the course and program levels. Since the introduction of the new Texas Core Curriculum, the Director of Assessment and the Philosophy Program have partnered to systematically collect data for use as part of our institution-level assessment of critical thinking. Importantly, all involved are getting more robust data, while reducing the demands of assessment on faculty workload.

10:20-10:30 a.m. (Break)

10:30-11:20 a.m.

CONCURRENT SESSIONS

Rebuilding Babel: Toward A Shared Language Concerning Core Objectives

Track: Strategies for Successful Faculty Development

Glenn Phillips, University of Texas at Arlington

Melissa Brown, University of Texas at Arlington

Tiffany Willis, University of Texas at Austin

Location: C335, C Building

One of the fundamental roadblocks to successful integration of core objectives into Texas classrooms is a problem of definition. While defined in Texas Higher Education Coordinating Board-ese on the THECB website for all faculty, administrators, and students to read, the purpose and importance of the core objectives often gets lost in language of assessment, accountability, and requirement. In an effort to connect faculty, students, and leadership to the broader purpose and promise of the Texas Core Curriculum and its core objectives, this project re-envisioning how the core objectives are defined through language choice and audience awareness.



The First-Year Seminar as a High-Impact Springboard

Track: Designing and Implementing High Impact Practices (HIPs)

Michelle Buggs, Texas Woman's University

Joshua Adams, Texas Woman's University

Location: A841, A Building

The first-year seminar has become a standard high impact practice in higher education, historically serving as an extended orientation in the first or transition year. However, many institutions now include the seminar in their core curriculum, creating the opportunity for the course to serve as the foundation for student learning. This presentation will discuss how the first-year seminar can be leveraged to serve as a springboard for not only other high impact practices but also the core objectives and intended outcomes of higher education. Ideal participants include directors of the first-year experience or first-year seminar, faculty in the core curriculum, and university administrators.

The Quality Scorecard: Taking a Look at the Strength of Online Undergraduate Education

Track: Assessment of Student Learning at the Course, Program, and Institutional Level

Terry Di Paolo, Dallas County Community College District

Location: ~~B119, B Building~~ moved to **C100, C Building**

What's required for high quality online learning? What does exemplary online learning at an institution involve? These are questions that institutions are increasingly being asked to consider and reflect on as part of their accreditation but they also impact the delivery of services and professional development. The Online Learning Commission's Quality Scorecard uses 75 indicators to explore what it means to deliver high quality online learning across aspects such as infrastructure, student support, curriculum design and evaluation. This presentation outlines the Quality Scorecard, how the tool has been adapted for the Dallas County Community College District and used to evaluate our strengths and identify gaps in our provision.

Designing Effective Assignments and Signature Work in Chemistry

Track: Designing Effective Assignments and Signature Work

Ollivette Hill, El Centro College

Victor Agbasi, El Centro College

Location: A347, A Building

El Centro College (ECC) Chemistry faculty worked with the college's assessment office to create a signature assignment in an introductory chemistry course that directly supports the teaching, learning, and assessment of the four required Texas Core Objectives (communication, critical thinking, empirical and quantitative skills, and teamwork) for the Life and Physical Sciences. This signature assignment is aligned with and scored by the associated VALUE Rubrics. Presenters will share the signature assignment format, how it was implemented, and how the results are used for improvement.

11:20-11:30 a.m. (Break)

11:30 a.m.-12:20 p.m.

Social Media Buzz Award, presented by the LEAP Texas Faculty Fellows



CLOSING SESSION

Dr. Rebecca Karoff, Associate Vice Chancellor for Academic Affairs, The University of Texas System

Location: Performance Hall, C Building

In this closing session, Dr. Rebecca Karoff will reflect on her first year of leaping in Texas, bookended by last year's and this year's LEAP Texas Forums. She will lead participants in a synthesizing exercise in which we share our most compelling take-aways from the Forum, examine the orthodoxies and challenges that stand in the way of student success, reflect on the assets our students bring to our campuses, commit to measuring what we say we care most about, and amplify our engagement with equity and equity-mindedness. All of these are essential to building strong undergraduate education and to realizing our vision and values around student success as higher educators in Texas.