



5th Annual LEAP Texas Conference
Promoting Student Transition and Equity in 21st Century Higher Education
March 25-27, 2018
Omni Houston Hotel at Westside

SUNDAY, March 25, 2018

CHECK-IN | begins at 9:00 A.M.

Location: Ballroom Foyer

Pre Conference Workshops

9:30-12:30 p.m.

Workshop #1 - Elements of Assessment for Beginners

Workshop Description: Designed for beginners in assessment work, this workshop will allow faculty/staff to articulate the purposes of assessment, identify the key elements of a sound assessment plan, and develop a plan that is meaningful, measurable, and manageable. Throughout the session, interactive exercises will be designed to write learning outcomes, analyze a curriculum map, recognize best practices in the selection of assessment methods, and create action plans to address the results of assessment. Finally, discussion will focus on ways in which assessment reporting can be strategic and efficient, while meeting the expectations of external constituents.

Presenter: Dr. Toni Blum



Toni Blum is the Assistant Provost for Accreditation and Assessment at the University of Texas at El Paso and has been leading the assessment and accreditation processes at UTEP for the past three years. She served formerly as University Assessment Coordinator and as Senior Associate Dean of General Education and Assessment at Stetson University in DeLand Florida. She has acted as a SACSCOC onsite reviewer and has been active in presenting her assessment work at venues such as the AAC&U General Education and Assessment Conference and the Association for Institutional Research annual conference.

Location: TBD

Workshop #2 – Designing and Using Signature Assignments to Promote Student Learning and Success

Workshop Description: Participants will be introduced to the method of developing a signature assignment for one Texas Core Curriculum objective, as related to one course taught by each participant. Participants from the same institution can work as teams to develop the assignment. Participants will be guided through the process of development working through the related parts of course, assignment, assessment, and data collection. Each participant will be asked to come to the workshop with all course descriptions, assignment idea, and assessment used by the institution to assess the TCC objective. Participants will learn a partial



NILOA method of charrette to develop and begin the process of signature assignment development.

Presenter: Dr. Jean Tunks



Dr. Tunks is an Associate Professor in Curriculum and Instruction at the University of North Texas, where she has taught for the past 20 years. During her tenure at UNT she has served as the coordinator of a professional development school cadre for ten years, the director of the core curriculum for three, and the director of the International Teacher to Teacher Exchange for five. She currently serves as a LEAP Texas Fellow and board member for this organization. During the summer of 2016 and 2017 she conducted signature assignment institutes throughout Texas.

Location: *TBD*

Workshop #3 – Using VALUE Rubric Results for Learning Improvement, Professional Development and Equity

Workshop Description: This session participants will be asked to talk about how they would envision VALUE rubric results on their campus. Then, we will examine what institutions are now learning from and what they are doing with the results from using VALUE rubric assessment data. Through three years of sampling student work from 2- and 4-year public institutions and private liberal arts colleges, VALUE scoring results are being used in a variety of ways to improve student learning, to support and engage faculty across campuses in assignment work, and to provide evidence for accreditation reports. Multiple examples will be shared for how these actions are being accomplished, as well as how the creation of the VALUE Institute is generating nationwide benchmarks and how the results can be used to spur on-campus opportunities to improve student learning and foster an assessment culture for improvement. Open to all levels of expertise and experience.

Presenter: Dr. Terry Rhodes



Dr. Rhodes is currently Vice President for the Office of Quality, Curriculum and Assessment and Executive Director of VALUE at the Association of American Colleges and Universities (AAC&U) where he focuses on the quality of undergraduate education, access, general education, and assessment of student learning. As the executive director of the Valid Assessment of Learning in Undergraduate Education (VALUE) project, he oversees the VALUE Institute and the Multi-State Collaborative for Learning Outcomes Assessment (MSC) and related initiatives to assess student learning across several essential outcomes through evaluating student work. He co-directs the ePortfolio Forum and the Institute on General education and Assessment which encourage educators to lift up student voice and agency through engagement in highly effective practices that deepen learning for success.

Location: *TBD*

12:30 – 2:00 Lunch on Your Own

2:00-5:00 p.m.

Workshop #4 – Building Equity into your Institutional Assessment Efforts

Workshop Description: In this session, participants will be invited to explore the relationship between equity and assessment in institutional assessment efforts. In January of 2017, the National Institute for Learning Outcomes Assessment (NILOA) released an [occasional paper](#) on equity and assessment. Since the release, we have invited dialogue and discussion, leading to [responses](#) to the paper and ongoing debate. This workshop explores what we have learned from campuses sharing how to build equity into assessment efforts, how to navigate, begin, and sustain equity conversations around assessment, and how to consider assessment processes and plans with an equity-minded lens. While a variety of examples and resources will be shared, participants will also be equipped with three schools of thought on how to engage in assessment conversations, and how the different elements fit together to impact student success conversations. Open to all levels of expertise and experience.

Presenter: Dr. Natasha Jankowski



Natasha Jankowski, Director of NILOA, has presented at numerous national conferences and written various reports for NILOA. Her main research interests include assessment and evaluation, organizational evidence use, and evidence-based storytelling. She holds a PhD 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. She previously worked for GEAR UP Learning Centers at Western Michigan University and worked with the Office of Community College Research and Leadership studying community colleges and public policy.

Location: *TBD*

Workshop #5 – Institutional Interpretation and Calibration of LEAP Value Rubrics

Workshop Description: This session will provide an experience of San Jacinto College's approach to facilitating a faculty-centered implementation of LEAP VALUE rubric-based assessment of Texas' state-mandated core curriculum. SJC continues to develop and maintain a college-wide "institutional interpretation" of each rubric that capably adapts the rubric (a) to the institutional environment, (b) to our faculty's understanding and interpretation of the rubric and outcome, and (b) to discipline-specific perspectives regarding the outcome. The institutional interpretations are then used to inform and to facilitate calibration sessions in which faculty assess samples of student work; the calibration sessions serve as college-wide professional development for faculty regarding the general education outcomes and rubrics and are intended to improve the consistent application of the rubrics across the college. Ultimately, a fully developed institutional interpretation of a rubric represents the institutional standard for the associated outcome. Attendees will engage an activity used at San Jac to develop the institutional interpretation of a rubric and then apply that interpretation of the rubric to samples of student work; resources will be provided to support attendees interest in implementing similar methods at their institution.



Presenter: Dr. Chris Duke



Chris Duke is the Assistant Vice Chancellor for Accreditation and Assessment at San Jacinto College and currently serves as a LEAP Texas Assessment Fellow. Chris' has almost 15 years of higher education experience in a variety of roles including work in assessment, curriculum, classroom teaching (adjunct faculty), instructional design, educational technology, and faculty development. He has facilitated at San Jacinto a full-scale, core-curriculum wide implementation of the LEAP VALUE rubrics to assess the Texas core objectives; that annual project is augmenting a culture of assessment among faculty and improving pedagogy across the College. Chris also serves as a LEAP Texas Assessment Fellow in which he co-facilitates the first LEAP Texas inter-institutional assessment project. He has presented at national and regional conferences on assessment and faculty development; and he holds a doctorate in educational psychology from Texas A&M University.

Location: *TBD*

Workshop #6 – A Practical Guide for Preparing for SACSCOC Reaffirmation

Workshop Description: This workshop illustrates how a process oriented approach to reaffirmation can result in a quality product while still leaving time to breathe. Taking care of a large project piece by piece sets the stage for an integrative workshop about the reaffirmation process in the southern region. The workshop is organized in four phases: Preparation, Execution, Visit, and Response. The workshop provides participants, those involved in the reaffirmation process, with ample resources and personal experiences that will help them prepare for impending or distant visits.

Presenters: Dr. Loraine Phillips, Dr. Rebecca Lewis, and Dr. Glenn Phillips, and



Dr. Loraine Phillips earned her Bachelor degree from Indiana University and a Masters degree and Doctor of Philosophy degree from Texas A&M University, with an emphasis in literacy and higher education administration. As Associate Provost for Academic Effectiveness at Georgia Tech, Dr. Phillips works with faculty and staff to lead institutional effectiveness and accountability efforts. She interprets policies and influences practices for the Institute to various constituents, including accreditors, the State, and the University System of Georgia. She works closely with faculty and staff in new program development and authentic assessment practices. Prior to coming to Georgia Tech, Dr. Phillips served as the first elected chair of LEAP Texas, a voluntary coalition of over 60 Texas institutions, including all six systems of higher education in the State, with the common purpose of strengthening general education in Texas, assessing it authentically, and promoting high-impact practices within institutions across the State.



Dr. Rebecca Lewis is the Interim Vice Provost in the office of Institutional Effectiveness and Reporting at The University of Texas at Arlington where she has worked since 2005. She has worked in higher education for over 17 years in various capacities including research, teaching, and student affairs. Dr. Lewis earned a Doctor of Philosophy in Public and Urban Administration from UT Arlington, a Master of Arts in Anthropology from Texas Tech University, and Bachelor of Arts in Anthropology from Texas State University. She has been recording the minutes for LEAP Texas Board of Directors for the past year.



Dr. Glenn Allen Phillips is an Institutional Research Associate at The University of Texas at Arlington. Before entering into accreditation and institutional effectiveness administration, he taught qualitative research methodology and higher education courses at Texas A&M University and Southern Illinois University in Carbondale. He is currently interested in assessment of marginalized populations in higher education and exploring the rhetoric of assessment and accreditation as used by administrators and faculty.

Location: *TBD*

MONDAY, March 26, 2018

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

Location: Ballroom Foyer

8:00-8:30 a.m.

Breakfast

Location: Ballroom Foyer

8:30-8:45 a.m.

Welcome and Introductions

Location:

8:45-9:45 a.m.

Dr. Loraine Phillips, Associate Vice President for Academic Effectiveness, Georgia Tech

Location:

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

Location: Ballroom Foyer

10:00-10:50 a.m.

TBD

11:00-11:50 a.m.

CONCURRENT SESSIONS



Q&A With Dr. Loraine Phillips

Location: TBD

Slaying Assessment Dragons: Assessing Teamwork Using the Teamwork Self-Reflection Instrument (TSRI) (Location: TBD)

Track A: Assessing General Education Outcomes and/or the Texas Core Learning Objectives

Brandi Jones – Sam Houston State University

Jeff Roberts – Sam Houston State University

Teamwork is an important general education outcome; however, institutions often struggle to find ways to easily and effectively assess this formidable higher education dragon. This presentation will demonstrate how Sam Houston State University is using a locally developed instrument, the Teamwork Self-Reflection Instrument (TSRI), to assess students' perceptions of their teamwork abilities. Administered as an online survey, results from this quick and easy assessment will help provide valuable data regarding student teamwork skills that can be used as part of both programmatic and general education assessment.

One Signature Assignment-Three Core Learning Objectives (Location: TBD)

Track B: Designing Effective Assignment and Signature Work

Hayley Kazen – Texas A&M International University

In our first semester freshman experience course, we assess critical thinking, communication, and social responsibility. Rather than creating an assignment for each core learning objective, we designed one semester-long, interconnected assignment which can be used to assess all three. In this class, we have a different common read each year; as a result, we constructed the assignment to be adaptable so that it could be used for any book. A service learning option is built into this signature assignment to better match the service learning value rubric.

Finding the Right Assessment for Online Learning (Location: TBD)

Track B: Designing Effective Assignment and Signature Work

Mary Sizemore – Lamar State College-Orange

With the continual increase in online education courses, higher education faculty and administrators must be diligent in creating online assessments that reflect the needs of the twenty-first-century higher education learner and atmosphere. This session will look at recent research in the field of online learning to suggest best practices for creating assessments. The



session is beneficial to both faculty and administrators seeking to understand how to best assess learning in online courses, create ADA compliant course material, consider the role of learner and student in the online environment, and redesign stale course assessments that might not adequately measure the learner's learning as well as meet the course objectives.

Creating Connections Between Marketable Skills and NILOA's Transparency Framework: Texas Tech's Plan for Assessing Marketable Skills (Location: TBD)

Track D: Designing and Implementing High Impact Practices (HIPS)

Jennifer Hughes – Texas Tech University

The presenter will discuss how Texas Tech has begun to identify the marketable skills of its graduates, both at the undergraduate and graduate levels. At TTU, we hope to capitalize on the nexus between the Transparency Framework advocated by the National Institute for Learning Outcomes Assessment (NILOA) and the reporting requirements set forth by the Texas Higher Education Coordinating Board (THECB). Rather than viewing the marketable skills movement as a dreadful reporting mandate, we see it as an opportunity to provide connections between these efforts. Our plan for assessing marketable skills was launched in January 2018, so we expect to have some preliminary information to share with the LEAP community.

Fishing for Faculty: How to Find and Develop Core Cooperation (Location: TBD)

Track E – Strategies for Successful Faculty Development

Barbara Stone – University of North Texas

Jeanne Tunks – University of North Texas

One of the struggles of implementing and assessing core objectives is finding and luring in faculty who teach core courses. Instructors may change from semester to semester, feel very protective of their course and assignments, or have misconceptions about why Texas has a core curriculum. This presentation shares the methods used by the presenters to catch a diverse group of faculty who support and further Texas Core Curriculum goals at the University of North Texas.

12:00-1:30 p.m.

Networking Lunch (additional fee)

1:30-2:20 p.m.

CONCURRENT SESSIONS

Signature Assignment: An Effective Way to Measure Student Learning (Location: TBD)

Track B: Designing Effective Assignment and Signature Work

Tomiko Meeks – Texas Southern University



Jane Perkyns – Texas Southern University

Arbolina Jennings – Texas Southern University

The proposed session will tackle the issue of designing effective assignments and signature work. Specifically addressing the challenges associated with creating signature assignments that meet all of the program learning outcomes (PLOs). We will also address strategies to be inclusive of all faculty members from adjunct to full-time tenured track. Specifically looking at how having input from all faculty affect the presentation of the assignment to students and the implementation and scoring of the assignment by the department. We will also present signature assignments that are currently in use by some of our departments.

Designing Inter-Disciplinary Assignments through Use of VALUE Rubrics (Location: TBD)

Track C: Successfully Implementing the VALUE Rubrics

Rahime-Malik Howard – El Centro College

Cynthia Casey Brown – El Centro College

We have created assignments for an Introductory Sociology course and Federal and State Government courses that directly support the teaching, learning, and assessment of five of the required Texas Core Objectives (written communication, critical thinking, quantitative literacy skills, and social and personal responsibility) more so for the Social Sciences. These assignments are aligned with and scored by the associated VALUE Rubrics. Presenters will share the assignment formats for both disciplines, how value rubrics were implemented, and why collaborative work is so valuable to facilitate student engagement and critical thinking across disciplines.

High Impact Strategies (HIPS): Are They Threading Throughout Undergraduate Programs? (Location: TBD)

Track D: Designing and Implementing High Impact Practices (HIPS)

Catheryn Weitman – Texas A&M International University

This presentation shares the findings from a survey identifying which HIPS, as defined by Kuh (2008), are embedded within and across the 27 undergraduate programs at a Hispanic Serving mid-sized public university. The inquiry stemmed from the following fundamental questions: Are HIPS embedded into undergraduate programs systemically? Are faculty aware, especially upper division faculty, of HIPS? Which HIPS are used in which programs? Are there commonly used HIPS across all undergraduate programs? Findings will be shared, as will comparative data between the 2016 NSSE and our programmatic survey results.

Supporting Faculty Engagement in Ongoing and Innovative Assessment Practices Through Assessment Mini-Grants (Location: TBD)

Track E – Strategies for Successful Faculty Development

Tama Hamrick – Sam Houston State University



Jeff Roberts – Sam Houston State University

The presentation will highlight the Assessment Mini-Grant program at Sam Houston State University. Competitive, \$1,000 grants are available to faculty and staff at SHSU to help support new or ongoing assessment practices, or to help fund travel for assessment-related presentations at professional conferences. These grants help highlight and recognize assessment-related research and activities of faculty and encourage ongoing and innovative assessment practices by providing faculty with financial support to carry out these activities and to present their findings in professional settings. SHSU's Mini-Grant program can hopefully serve as a model for others to use for faculty support and development.

What the Use of Secondary Evaluation in Assessing Learning Outcomes Can Teach Us (Location: TBD)

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

Kelly Whealan George – Embry-Riddle Aeronautical University

Debra Taylor Bourdeau – Embry-Riddle Aeronautical University

This session deals with the use of secondary evaluation in the assessment process and what this time-consuming, but rewarding, step can teach us about how effectively students are meeting course learning outcomes and general education competencies. The presenters will describe their experience using a normed rubric to evaluate student artifacts in select courses.

Throughout the process, secondary evaluators were not confident that students achieved the level of proficiency that was indicated by the instructor of the course. The presenters will then address possible solutions for ensuring a consistent level of quality in course sections, both in synchronous and asynchronous offerings.

2:30-3:20 p.m.

CONCURRENT SESSIONS

Q&A with Dr. Natasha Jankowski

Location: TBD

Assessment and Dissemination of Student Gains in Core Curriculum Learning Objectives (Location: TBD)

Track A: Assessing General Education Outcomes and/or the Texas Core Learning Objectives

Shonda Gibson – Texas A&M University – Commerce

Tabetha Adkins – Texas A&M University – Commerce

Ricky Dobbs – Texas A&M University – Commerce

This presentation demonstrates how a Graduation Exit Survey and Data Dashboard Portal have been utilized in assessment and dissemination of student-reported gains in the core learning objectives. To date, 5153 student responses from 2015-2017 have been combined and are available to program leadership and decision makers in an interactive data dashboard. A live demonstration of both the survey and dissemination dashboard will be shown.



Designing a Signature Assignment for Social Science (Location: TBD)

Track B: Designing Effective Assignment and Signature Work

Rahime-Malik Howard – El Centro College

The presenter has created a signature assignment used in introductory and advanced Sociology courses that directly supports the teaching, learning, and assessment of the four required Texas Core Objectives (written communication, critical thinking, quantitative literacy skills, and social responsibility) for Social Sciences, though the information presented would be applicable to any discipline. This signature assignment is aligned with and scored by the associated VALUE Rubrics. The presenter will share the signature assignment format, how it was implemented, and how the results are used for improvement.

Advising for High Impact Practices (Location: TBD)

Track D: Designing and Implementing High Impact Practices (HIPS)

Isaiah Vance – Texas A&M University – Central Texas

The implementation and student involvement in High-Impact Practices has been uneven across post-secondary schools, and even within each institution. The critical question now becomes How do we encourage each student to become more engaged in HIPS? As the academic guide during a student's journey through college, the advisor could become a substantial proponent of HIPS. In this session we will discuss the role the academic advisor (faculty or staff) could potentially play in the improvement of the student's exposure to and experience in HIPS.

Teaching Online: Understanding the Faculty Member's Role (Location: TBD)

Track E – Strategies for Successful Faculty Development

Mary Sizemore – Lamar State College - Orange

Best practices in online learning is a phrase that faculty members have become all too familiar with. Researchers are constantly creating new guidelines to help instructors improve online learning environments. Taking those best practices and implementing them is the difficult part. It is not only important to give faculty tools for online learning success but provide the training and a clear plan to help implement the increasing needs of the online classroom. This session is ideal for anyone in higher education. The purpose of this session is to empower faculty and provide the best roadmap to help successfully train faculty members regarding online learning and provide a clear understanding of the faculty member's role.

Building Campuswide Awareness of Institutional Learning Outcomes (Location: TBD)

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

Julie McDevitt – Palo Alto College

Yolanda Reyna – Palo Alto College



Accurately assessing student proficiency in general education competencies can be even more challenging when members of the campus community are unsure or even unaware of the competencies themselves. In this session Palo Alto College will share its current initiative to build campuswide awareness of its institutional learning outcomes through a series of activities that center around students. All participants will leave with ideas that can be implemented on their own campuses, as well as a network of those interested in the topic of student engagement in assessment.

3:20-3:45 p.m. (Snack Break)

Location: Ballroom Foyer

3:45-5:00 p.m.

Dr. Natasha Jankowski (Tentative), Director, National Institute for Learning Outcomes Assessment (NILOA)

Location: TBD

5:15-7:00 p.m.

Reception

Location: Ballroom Foyer

TUESDAY, March 27, 2017

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

Location: Ballroom Foyer

7:30-8:30 a.m.

Breakfast

Location: Ballroom Foyer

8:30-9:20 a.m.

Morning Plenary Address

Dr. Tia Brown McNair, Vice President, Office of Diversity, Equity and Student Success, Association of American Colleges and Universities (AAC&U)

Location: TBD

9:30-10:20 a.m.

CONCURRENT SESSIONS

Q&A with Dr. Tia Brown McNair

Location: TBD

History and Marketable Skills (Location: TBD)

Track A: Assessing General Education Outcomes and/or the Texas Core Learning Objectives



Jonathan Lee – San Antonio College

This presentation provides an overview of the findings from Johnathan Lee's 2016-2017 LEAP-Texas fellowship, which focused on identifying marketable skills that students gain by majoring in history and how these skills are embedded in history majors' pathways to a degree at the University of Texas at San Antonio.

Designing Gravity and Transfer: Engaging Students in any Class with High Impact Writing Assignments (Location: TBD)

Track B: Designing Effective Assignment and Signature Work

Colin Charlton – University of Texas Rio Grande Valley
Jonikka Charlton – University of Texas Rio Grande Valley

With over forty years of combined teaching experience in core rhetoric and writing studies classes and extensive experience in developing effective writing assignments across curricula in high schools, colleges, and universities, the presenters will present a model for effective cross-curricular assignment design that includes strategies for teaching good writing through assignments, increasing student engagement and performance through feedback, and scaffolding extended projects with aggregating stages. The presenters will discuss their field-tested theories, review multidisciplinary examples, and help attendees create (or revise) assignments that draw students in to challenging and epistemological work.

Integration of High Impact Practices and the Texas Core Curriculum for the Transition to College and the First Year Experience (Location: TBD)

Track D: Designing and Implementing High Impact Practices (HIPS)

Tabitha Adkins – Texas A&M University – Commerce
Ricky Dobbs – Texas A&M University – Commerce
Shonda Gibson – Texas A&M University – Commerce

This presentation illustrates how one regional, mid-sized state University made a data driven decision to more fully integrate High Impact Practices and the Texas Core curriculum in first-year experience curriculum and programming based on institutional data showing that our isolated, siloed implementation of High Impact Practices resulted in only modest gains in retention of first-time full-time freshmen. Participants who attend this session will be asked to curriculum map their first-year and transition programs in order to embed and align High Impact Practices with the goals for the Texas Core Curriculum.

The Practical Magic of Engaging Students (Location: TBD)

Track E – Strategies for Successful Faculty Development

Katie Rather – Lamar State College – Orange
Hunter Keeney – Lamar State College – Orange



Lamar State College-Orange (LSC-O) piloted Odessa College's award-winning Drop Rate Improvement Program, which concluded that student course completion is a direct reflection of the quality of instructor-student relationships. In this presentation, a brief overview of Odessa College's original studies will be provided, along with details of LSC-O's pilot program where drop rates of faculty participants improved an average of 4% in two years. This interactive session offers practical, research-based techniques to actively engage students that can be implemented on any campus to improve student drop rates.

Assessing Student Critical Thinking, Metacognition, and Intellectual Humility Using a Locally Developed Instrument (Location: TBD)

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

Jeff Roberts – Sam Houston State University

Glenn Sanford – Sam Houston State University

David Wright – Sam Houston State University

Skill in critical thinking requires a variety of competencies, including both metacognition (knowing what one knows about their abilities as a critical thinker) and intellectual humility (having appropriate responses to one's intellectual limitations). The Philosophy Program at Sam Houston State University, in conjunction with the Director of Assessment, has developed an instrument designed to measure not only student critical thinking skills, but student metacognition and intellectual humility as well. This presentation will provide an overview of how this instrument was developed and how it is currently being used to evaluate student learning and abilities in these important areas.

10:30-11:20 a.m.

CONCURRENT SESSIONS

Student Success Courses-Vehicles for Real World Empirical and Quantitative Analyses (Location: TBD)

Track A: Assessing General Education Outcomes and/or the Texas Core Learning Objectives

Kimberly Koledoye – Houston Community College

Maria Straus – Houston Community College

Community colleges serve students who face severe financial challenges that significantly impact their ability to reach their educational goals. While academic issues hinder many students, financial issues are often cited as the reason students interrupt their post-secondary education. Houston Community College grappled with finding a way to best impact students' financial knowledge and choices. The institution determined that the student success course would be a vehicle to help students obtain real world empirical and quantitative skills that might ultimately enable them to persist through college. Since 2012, Houston Community College has endeavored to impact students' financial knowledge and awareness by implementing a multifaceted approach to financial empowerment that involves embedding a financial literacy module in the student success course reinforced by multiple student support services. Students in the student success courses conduct research and comparative analyses, analyze budgets and



analyze salaries, and develop financial plans. Learn how students are increasing their financial capabilities and being assessed in meaningful ways in a core curriculum course.

What is the Purpose of the Core Curriculum? (Location: TBD)

Track B: Designing Effective Assignment and Signature Work

Nancy Martin – University of Texas at San Antonio

The Core Curriculum accounts for more than one-third of most undergraduate degrees. Yet, frequently, neither students nor faculty see its purpose. To design effective assignments and signature work, we need to have a foundational understanding of the overall purpose and value of the Core Curriculum. Reflection and discussion play an integral role in this understanding. To that end, questions that will frame this informal, interactive discussion focus on the purpose and value of the Core, how a signature assignment may contribute to the Core, and how the importance of the Core Curriculum can be conveyed to students and colleagues.

Service Learning and the Freshman Experience: A Partnership with a Literacy Non-Profit Agency (Location: TBD)

Track D: Designing and Implementing High Impact Practices (HIPS)

Sharon Bailey – University of Houston – Victoria
Stacey Milberger – Victoria Adult Literacy Council
Nadya Pittendrigh – University of Houston – Victoria

In our linked First Year Seminar and Freshman Composition classes, students completed a complex service learning project which allowed them to practice research and writing in an authentic context, learn about community issues, explore issues of equity in higher education, explore their career interests, practice advocating for themselves, and make a meaningful contribution to a community organization. We will present how we teamed up with the Victoria Adult Literacy Council to offer the students a robust problem-based learning experience. We will also show the importance of transparent assignment design to the project's success.

A Workgroup Approach to a New Assessment Process (Location: TBD)

Track E – Strategies for Successful Faculty Development

Katie Reno – University of Houston – Clear Lake

During a two-year period the University of Houston-Clear Lake Core Curriculum Assessment Committee worked to develop a new assessment process for the core. This work included developing new learning outcomes and rubrics for all Core Objectives. Following this work, the Office of Institutional Effectiveness (OIE) began sharing information and developing workgroups of faculty members. After an intense summer of workgroups, OIE presented findings of the summer workgroups and proposed additional steps to begin implementation of the core curriculum assessment. CCAC plans to hold multiple work sessions for faculty members on using rubrics, understanding learning outcomes, and submitting artifacts for assessment.



Signature Assignment Assessment Approaches for “Closing the Loop” Between Decision Support, Assessment, and Enhanced Decision-making (Location: TBD)

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

Julie Gray – University of Texas at Arlington

The relationship between *Decision Support*, *Assessment*, and *Enhanced Decision-making* is well-understood throughout different industries. In Higher Education, reliance on the *Decision Support* to guide effective use of institutional research data, information, and analyses to enhance decision-making is an evidence-based practice approach. That said, meaningful *Assessment* begins with meaningful student outcomes. When outcomes are meaningful and measurable, then together *Decision Support* and *Assessment* become resources for *Enhanced Decision-making*. This provides opportunities to lead change efforts that improve student learning. This session uses a case study to explore implications for utilizing Texas Core Curriculum objectives and Signature Assignments to guide improvements.

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

CLOSING SESSION

Dr. Rex Peebles, Assistant Commissioner, Academic Quality and Workforce, Texas Higher Education Coordinating Board (THECB)

Location: TBD