6th Annual LEAP Texas Conference

Improving Student Learning: What Really Matters

March 31-April 2, 2019
Hilton Houston North
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# Table of Contents

LEAP Texas Conference Committee................................................................. 6  
Plenary Speakers............................................................................................ 7  
Sponsor Presentations .................................................................................... 10  
Pre-Conference Workshops ........................................................................... 11  
Plenary and Concurrent Sessions ................................................................. 16  
  Monday, April 1, 2019 ................................................................................. 16  
  Tuesday, April 2, 2019 ............................................................................... 30  
Sponsor Advertisements .................................................................................. 35
LEAP Texas Conference Committee

Dr. Jeff Roberts, Chair
Sam Houston State University

Dr. Ryan Beard
UT MD Anderson Cancer Center

Dr. Larry King
Stephen F. Austin State University

Dr. Rebecca Lewis
The University of Texas at Arlington

Ms. Karen Mongo
El Centro College

Ms. Arnita Williams
The University of Texas at Arlington

Dr. Kristina Wilson
Del Mar College
Dr. Belle Wheelan, President, Southern Association of Colleges and Schools Commission on Colleges SACSCOC

Dr. Wheelan currently serves as President of the Southern Association of Colleges and Schools Commission on Colleges and is the first African American and the first woman to serve in this capacity. Her career spans over 40 years and includes the roles of faculty member, chief student services officer, campus provost, college president and Secretary of Education. In several of those roles she was the first African American and/or woman to serve in those capacities.

Dr. Wheelan received her Bachelor’s degree from Trinity University in Texas (1972) with a double major in Psychology and Sociology; her Master’s from Louisiana State University (1974) in Developmental Educational Psychology; and her Doctorate from the University of Texas at Austin (1984) in Educational Administration with a special concentration in community college leadership.

She has received numerous awards and recognition including six honorary degrees; the Distinguished Graduate Award from Trinity University (2002), and from the College of Education at the University of Texas at Austin (1992); Washingtonian Magazine’s 100 Most Powerful Women in Washington, DC (2001); the AAUW Woman of Distinction Award (2002); the Suanne Davis Roueche National Institute for Staff and Organizational Development’s Distinguished Lecturer Award (2007); the John E. Roueche National Institute for Staff and Organizational Development’s International Leadership Award (2010); and the AACC Leadership Award (2011); the John Hope Franklin Award from Diverse Issues in Higher Education for outstanding leadership in higher education; the Educational Testing Service (ETS) Terry O’Banion Prize in Education from the League for Innovation in Community Colleges; and in 2017, Central Virginia Community College named her President Emerita.

She holds and has held membership in numerous local, state and national organizations including Rotary International; Alpha Kappa Alpha Sorority, Inc.; the American College Testing, Inc., Board of Directors; American Association of Community Colleges, Board of Directors; the Lumina Foundation for Education, Board of Directors; the President’s Round Table of the National Council on Black American Affairs; the National Black College Alumni Hall of Fame, Board of Directors; Excelencia in Education, Board of Directors; National Society of Collegiate Scholars, Community College Honorary Board; Next Generation Learning Challenges, Advisory Panel; Project GOALS (Gaining Online Accessible Learning Through Self-Study); and the National Student Clearinghouse, Board of Directors.
Dr. Lynn Pasquerella, President, Association of American Colleges and Universities (AAC&U)

Dr. Lynn Pasquerella was appointed president of the Association of American Colleges and Universities in 2016, after serving as the eighteenth president of Mount Holyoke College from 2010-2-16. Dr. Pasquerella was the provost at the University of Hartford, from 2008 to 2010, and was the Vice Provost for Academic Affairs and Dean of the Graduate School at the University of Rhode Island, where she began her career as an ethics professor in 1985. A philosopher whose work has combined teaching and scholarship with local and global engagement, Dr. Pasquerella is committed to championing liberal education, access to excellence in higher education, and civic engagement. She has written extensively on medical ethics, metaphysics, public policy, and the philosophy of law and is the host of Northeast Public Radio’s The Academic Minute. Dr. Pasquerella is a member of the advisory Board of the Newman’s Own Foundation, sits on the boards of the Lingnan Foundation and the National Humanities Alliance and is a senator and vice-president of the Phi Beta Kappa Society. She is a graduate of Quinebaug Valley Community College, Mount Holyoke College and Brown University. In addition, she has received honorary doctorates from Elizabethtown University and Bishop’s University.

Dr. Kate McConnell, Assistant Vice President for Research and Assessment, Association of American Colleges and Universities (AAC&U)

Dr. Kate McConnell is the Assistant Vice President for Research and Assessment at AAC&U. Kate began this position after serving in several capacities at Virginia Tech, including most recently as 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.

With a Ph.D. in Educational Psychology from Virginia Tech and an M.A. in History from Providence College, 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. She has additional experience working on Virginia Tech’s Quality Enhancement Plan and has experience with the evaluation of STEM (Science, Technology, Engineering, and Mathematics) education projects funded by the National Science Foundation, including serving as co-PI for an NSF STEP grant. She has served as president of the statewide Virginia Assessment Group and has been a leader in Virginia’s LEAP State activities. Kate also
was affiliate faculty in Virginia Tech’s graduate program in educational psychology, and taught courses on cognition, information processing, and college teaching.

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

Dr. Peebles has 30 years of experience in higher education, including positions as instructor, professor, department head, dean, and vice president of instruction. He currently serves as the Assistant Commissioner of the Academic Quality and Workforce division of the THECB. Dr. Peebles served six years as a member of the Undergraduate Education Advisory Committee, serving from 2010 to 2012 as the committee’s co-chair. The Core Curriculum, applicable to all public colleges and universities in Texas was revised during that tenure. In 2010, he was the recipient of the Ray Williams Outstanding Leadership Award from the Texas Community College Instructional Administrators (TCCIA). He served as a co-chair of the LEAP Texas Task Force prior to coming to the Coordinating Board. He has a Bachelor of Arts in Political Science from The University of Texas at Dallas, a Master’s in Political Science from The University of Texas at Arlington, and his Ph.D. in Government from The University of Texas at Austin. He has co-authored a Texas state and local government textbook, *Texas Politics and Government: Ideas, Institutions, and Policies* and authored *The Theoria and Praxis of Obligations to Future Generations*. 
Our great sponsors will host individual presentations throughout the Conference. This is an excellent opportunity to learn more about their services and products, ask specific questions, and obtain materials. Be sure to visit their booths to find out more information!

### Monday, April 1, 2019

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Presentation Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xitracs</td>
<td>11:10 am – 12:00 pm</td>
<td>Salon 8</td>
</tr>
<tr>
<td>SPOL</td>
<td>1:30 – 2:20 pm</td>
<td>Salon 8</td>
</tr>
<tr>
<td>Nuventive</td>
<td>2:30-3:20 pm</td>
<td>Salon 8</td>
</tr>
<tr>
<td>AEFIS</td>
<td>3:45 – 4:35 pm</td>
<td>Salon 8</td>
</tr>
</tbody>
</table>
Pre-Conference Workshops

SUNDAY, March 31, 2019

CHECK-IN | Begins at 9:00 a.m.
Location: Donatello Foyer

9:30-12:30 p.m.

Workshop #1 – Aligning the Teaching and Assessment of Critical Thinking to Promote Student Success (Location: Salon 1)

Workshop Description: Faculty and administration recognize the importance of critical thinking skills, but there appears to be a disconnect between awareness and implementation of changes in pedagogical practices. Placing emphasis on critical thinking and problem-solving skills in active teaching strategies but not in assessment practices hinders student development of these skills by limiting the practice and feedback required to make improvements.

For more than ten years, the Critical thinking Assessment Test (CAT), developed with support from the National Science Foundation, has provided a valid and reliable means to assess students’ critical thinking skills. The framework of the CAT provides two skill sets that help faculty develop assessments (known as CAT Apps) that measure both course content and critical thinking/ real-world problem-solving skills.

In this workshop, we will provide an introduction to the CAT and CAT Apps, as well as demonstrate how multiple institutions have leveraged their experiences to support faculty members in the creation of assignments that elicit students’ critical thinking skills. Workshop participants will have the opportunity to begin the development of a critical thinking application based on the CAT framework.

Presenters: Dr. Kevin Harris and Dr. Elizabeth Lisic

Dr. Kevin Harris is the Associate Director of the Center for Assessment and Improvement of Learning (CAIL) at Tennessee Tech University. With the support of the NSF, CAIL has developed and disseminated the Critical thinking Assessment Test (CAT). Dr. Harris provides support for institutions implementing the CAT as performance measure of student learning. He has helped develop a framework associated with using the CAT as a model for course based critical thinking assessments called CAT Apps. He currently leads on-site workshops to help faculty develop and refine CAT Apps within their discipline.
Dr. Elizabeth Lisic is the Assistant Director of the Center for Assessment & Improvement of Learning (CAIL) at Tennessee Tech University. Dr. Lisic provides support to institutions across the country in the implementation of the Critical thinking Assessment Test (CAT) specifically related to the positive impact of the CAT as a faculty development tool. She has helped develop the framework associated with using the CAT as a model for course-based critical thinking assessments called CAT Apps. She currently leads on-site workshops to help faculty develop and refine CAT Apps within their discipline.

**Workshop #2 – Assessment for Beginners (Location: Salon 2)**

**Workshop Description:** This session will provide an overview of student learning outcomes and the role they play in creating successful learning environments (and to satisfy accreditors). Best practices for writing and assessing SLO’s for courses and programs (including general education, major fields of study, developmental education, and distance education) will be discussed and practiced. SLO strategies to enhance student learning, faculty teaching, and institutional effectiveness will also be reviewed. Session participants will be provided tips and tools to help them build more student-centered, data-driven, and performance-based institutions (and associated reaffirmation responses) utilizing learning outcomes.

**Presenter: Dr. Thomas Cleary**

Dr. Thomas Cleary has served as the Alamo Colleges District’s vice chancellor for planning, performance, accreditation and information systems since 2008. Before coming to the Alamo Colleges, Cleary was vice president for planning and institutional effectiveness at Manatee Community College in Bradenton, Florida. His previous positions included serving as the executive director for planning and research at Radford University in Virginia, as the director of planning and research at Herkimer Community College in New York, and as senior planning and research associate at Colgate University in New York. Cleary’s new position was created by the Alamo Colleges District Board of Trustees as part of a reorganization to strengthen the district’s infrastructure and align with the Baldrige criteria and the Strategic Plan.

Cleary holds B.S., M.B.A., M.S., and Ed.D. degrees, as well as a certificate from the Institute of Executive Management at Harvard University. He is an active member of the American Association of Community Colleges, Society of College and University Planners, Association for Institutional Research, Mensa, SACCR and Big Brothers, Big Sisters, as well as regional chambers of commerce and economic development corporations.

Cleary has more than 25 years of direct experience in planning, research, assessment, accreditation and information systems. His areas of expertise include strategic planning, assessment, accreditation, computer systems management, accountability measures, and institutional research. He is the author of numerous articles, has over ten years of community college teaching experience, and regularly consults with post-secondary institutions on issues
related to planning, accountability, analytics, and accreditation. He has worked on, evaluated and/or consulted on accreditation materials for more than 60 colleges and universities.

**Workshop #3 – Using Curriculum Mapping to Help Drive Assessment Plan Design** *(Location: Salon 3)*

**Workshop Description:** Many faculty have experience mapping learning outcomes across an individual course calendar. However, it is much less common for academic programs to map student learning outcomes across all courses in their curriculum. Curriculum mapping can serve as a valuable and powerful tool for degree programs in their effort to design and assess an effective curriculum for their students. This session will discuss how curriculum maps can be used by educational programs to identify necessary student learning outcomes, ensure these outcomes are being adequately addressed within the curriculum, and develop a comprehensive plan for assessing student learning and attainment of those outcomes. Attendees of this session will come away with a practical framework for curriculum and assessment mapping and will have the opportunity to apply these techniques to their own programs’ curriculum.

**Presenter: Dr. Jeff Roberts**

Dr. Jeff Roberts is the Director of Assessment at Sam Houston State University where he oversees university-wide programmatic assessment, core curriculum assessment, and assists with university accreditation efforts by the Southern Association of Colleges and Schools Commission on Colleges. Dr. Roberts has over a decade of assessment related experience. Additionally, he has made numerous presentations on programmatic and general education assessment at various state and national conferences. This range of knowledge and experience has allowed Dr. Roberts to guide and improve assessment process across his campus, and within the broader assessment community as a whole.

12:30 – 2:00 - Lunch on Your Own

2:00-5:00 p.m.

**Workshop #4 – Tips and Tricks for LEAPING with VALUE Rubrics: If, When and How to “Hack” Them to Improve Teaching, Learning, and Assessment** *(Location: Salon 1)*

**Workshop Description:** Rubrics are heralded as the answer to any number of assessment and accountability questions facing faculty and administrators today. This interactive workshop will empower participants to fully utilize rubrics on their campuses as part of their LEAP work. Participants will gain exposure to rubric best practices and resources using the AAC&U VALUE rubrics; develop rubrics and/or rubric-related “tools” (such as a draft of a rubric customized for grading, course-based, and program assessment; a plan for engaging faculty in rubric calibration; or the development of a rubric “from scratch”); and return to their campuses primed to implement rubric strategies appropriate to their institutional context.

**Presenters: Dr. Kate McConnell and Dr. C. Edward “Eddie” Watson**

Dr. Kate McConnell is the Assistant Vice President for Research and Assessment at AAC&U. Kate began this position after serving in several capacities at Virginia Tech, including most recently as
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.

With a Ph.D. in Educational Psychology from Virginia Tech and an M.A. in History from Providence College, 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. She has additional experience working on Virginia Tech’s Quality Enhancement Plan and has experience with the evaluation of STEM (Science, Technology, Engineering, and Mathematics) education projects funded by the National Science Foundation, including serving as co-PI for an NSF STEP grant. She has served as president of the statewide Virginia Assessment Group and has been a leader in Virginia’s LEAP State activities. Kate also was affiliate faculty in Virginia Tech’s graduate program in educational psychology, and taught courses on cognition, information processing, and college teaching.

Dr. C. Edward “Eddie” Watson is the Chief Information Officer and the Associate Vice President for Quality, Advocacy, and LEAP Initiatives. He leads the association’s national and state-level advocacy and policy efforts to advance quality in undergraduate student learning and guides AAC&U’s agenda, grounded in the LEAP Initiative, to advance educational quality initiatives within institutions, state systems, and state-based consortia. He also serves as the leader for the LEAP States initiative. Prior to joining AAC&U, Dr. Watson was the Director of the Center for Teaching and Learning at the University of Georgia (UGA) where he led university efforts associated with faculty development, TA development, student learning outcomes assessment, learning technologies, media production services, classroom support and learning spaces, and the Scholarship of Teaching and Learning. He also taught a range of courses on College Teaching, Student Learning, and Course Design. He continues to serve as a Fellow in the Institute for Higher Education at UGA.

**Workshop #5 – SACSCOC is Coming! Practical Suggestions for Preparing for Your Fifth-Year Review or Decennial Reaffirmation Under the New Comprehensive Standards (Location: Salon 3)**

**Workshop Description:** At times, there are few words on a campus more dreaded than “SACSCOC is coming!” However, this fear of accreditation review is not needed! With proper planning and preparation, an accreditation review, whether it be a Fifth-year Interim Report or a Decennial Reaffirmation, can be a positive and productive time for an institution. Regardless of where you are in your accreditation cycle, this presentation will be informative. The presenters of this workshop each have experience in guiding their institutions through recent SACSCOC accreditation review using the revised Comprehensive Standards and will provide helpful tips and tricks for interpreting some of the important changes and modifications that came with the new standards. Finally, this workshop will also provide attendees with practical suggestions for preparing for a Fifth-year Interim Report or Decennial Reaffirmation, writing your accreditation reports, and preparing for an accreditation site visit.
Presenters: Dr. Jeff Roberts, Dr. Chris Duke, and Ms. Karen Mongo

Dr. Jeff Roberts is the Director of Assessment at Sam Houston State University where he oversees university-wide programmatic assessment, core curriculum assessment, and assists with university accreditation efforts by the Southern Association of Colleges and Schools Commission on Colleges. Dr. Roberts has over a decade of assessment related experience. Additionally, he has made numerous presentations on programmatic and general education assessment at various state and national conferences. This range of knowledge and experience has allowed Dr. Roberts to guide and improve assessment process across his campus, and within the broader assessment community as a whole.

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.

Ms. Karen Mongo has over 20 years of experience in higher education (at both the community college and university level) that includes teaching and administration. Her accomplishments consist of course and program development, curriculum alignment, assessment of learning outcomes, training, compliance, and HIPs (specifically learning communities, service learning, and collaborative assignments/projects). Karen serves as the Dean of Curriculum and Assessment as well as the SACSCOC Accreditation Liaison at El Centro College in Dallas, Texas where she is currently working closely with faculty/coordinators who are aligning program level learning outcomes with the Degree Qualifications Profile. Karen Mongo serves on the Steering Committee of the AAC&U Faculty Collaboratives Grant for LEAP Texas, funded by the Lumina Foundation.
Plenary and Concurrent Sessions

MONDAY, April 1, 2019

CHECK-IN | Begins at 8:00 a.m.
Location: Donatello Foyer

8:00-8:30 a.m. - Breakfast
Location: Donatello Foyer

8:30-8:40 a.m. - Welcome and Introductions
Location: Donatello Ballroom

8:40-10:00 a.m. – Plenary Session
Dr. Belle Wheelan, President, Southern Association of Colleges and Schools Commission on Colleges
Location: Donatello Ballroom

10:00-10:10 a.m. (Snack Break)
Location: Donatello Foyer

10:10-11:00 a.m. – Plenary Session
Dr. Lynn Pasquerella, President, Association of American Colleges and Universities (AAC&U)
Location: Donatello Ballroom

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

CS 1.1 - Q&A Fireside Chat With Dr. Belle Wheelan and Dr. Lynn Pasquerella (Location: Donatello Ballroom)

CS 1.2 – Results From a Collaborative Assessment of the Core Curriculum at a Large Research University (Location: Salon 10)

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

Laura Costello – University of Texas at Austin
Jennifer Morgan – University of Texas at Austin
Man Chen – University of Texas at Austin

Over the past four years, the School of Undergraduate Studies at UT Austin has led the assessment of the core curriculum across eight core areas. In this time, we have worked with over 190 faculty
from representative departments, collected over 6,000 samples of student work from over 100 core courses, and convened faculty to discuss the assessment results and share examples of assignments. In this session, we will discuss how the core objectives have been defined, implemented, and assessed at UT Austin and what we’ve learned from the wealth of student work, faculty discussions, and course assignments analyzed thus far. (Audience Level: Beginner and Advanced)

**CS 1.3 - Sustainability of Elective Courses Through Assessment** *(Location: Salon 1)*

*Track A: Assessment of General Education Outcomes and/or the Texas Core Learning Objectives*

**Alyssa Locklear** – Texas A&M University  
**Dan Gomez** – Texas A&M University

The Physical Education Activity Program at Texas A&M University has transitioned from offering required core curriculum courses to science and activity electives. This session will explain how the assessment process allowed the program to continue offering high-quality, popular courses that meet students’ diverse needs. Attendees will learn how the creation of a committee allows assessment coordinators to efficiently evaluate classes with numerous sections and instructors. Presenters will show various formats of Texas Core Objective assessment results and how they can be presented to faculty and administration for program justification. (Audience Level: Beginner)

**CS 1.4 - Building with Basics - Developing an Institutional Program Learning Outcomes Assessment Process** *(Location: Salon 2)*

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

**Tamela Braswell** – Alvin Community College  
**John Matula** – Alvin Community College

In Fall 2016, Alvin Community College (ACC) began the complete revision of its program learning outcomes (PLO) assessment process at the course, program, and institutional level. During the last two years, our faculty have grown to understand the need and importance of assessment, and now assessment results are routinely analyzed and used to make degree program improvements. This session will provide participants with basic ideas and tools to build an assessment process from the ground up. Included are our institutional experiences creating program learning outcomes for all academic and technical programs, developing assessment workshops, and utilization of an academic assessment faculty liaison. A plan for the integration of technology to collect, report, and analyze data will also be provided. (Audience Level: Beginner)

**CS 1.5 - Is Two Better Than One? Motivation and Cross-curricular Assignments** *(Location: Salon 3)*

*Track C: Designing Effective Assignments and Signature Work*

**Sherry Vafa** – University of Houston – Victoria  
**Janelle Bouknight** – University of Houston - Victoria
There are different approaches in integrating technology in teacher education programs. This presentation will in detail share the experience of implementing a cross-curricular assignment by combining technology and digital storytelling with knowledge of Tier 1, Tier 2, and Tier 3 vocabulary words. Professors recorded the results of motivation surveys regarding this assignment as well as assignments given in each class independently to determine if students found the cross-curricular assignment more motivating. (Audience Level: Beginner and Advanced)

CS 1.6 - Reading the Globe: Connecting Your Common Read to the World (Location: Salon 5)

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

Hayley Kazen – Texas A&M International University

Your common read can connect your students to the world! Connecting your classroom to the population your students are reading about will help deepen their understanding of issues related to their common read. Using New Google Sites, you can create a website where students in your classroom and students in classrooms across the country or world can read about these issues, watch relevant videos, post responses to teacher-directed questions, ask questions of other students and respond to other students’ posts in writing or through video. Connecting students to others will help students get the most out of the common read. (Audience Level: Advanced)

CS 1.7 - Embracing Rigor in College Courses Taught for Dual Credit (Location: Salon 12)

Track E: Strategies for Successful Faculty Development

Pamela Beard – Houston Community College
Timor Sever – Houston Community College

Houston Community College (HCC) is a large institution with more than 100,000 students (annually). HCC employs 875 full-time faculty spanning six distinct colleges comprised of 28 separate instructional campuses. In a large urban multi-college multi-campus institution with single body-accreditation, rigor is an integral component of instruction both for traditional courses and dual credit courses.

This session introduces administrators and faculty to the methodology employed by HCC to build partnerships with local high schools to address the rigor question via the implementation of a Dual Credit Rigor Institute. The presenters address issues related to rigor, pedagogy, standards, and college-level expectations. (Audience Level: Beginner)

CS 1.8 - Interrater Reliability in Assessing the Texas Core Learning Objectives: An Application of the VALUE Rubrics in Institutional Effectiveness (Location: Salon 11)

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

Lea Campbell – University of Houston – Downtown
**Scott Furtwengler – University of Houston - Downtown**

Presenters examined interrater reliability using rubrics based on the AAC&U VALUE rubrics for assessing the Texas Core Learning Objectives. Rhodes (2016) reported on a reliability study where researchers found that faculty from diverse disciplinary backgrounds could use the VALUE rubrics and assess students’ work from within or without the rater’s field with a high degree of agreement. The current presentation will focus on the reliability of institutional rubrics as they relate to the Texas Core Learning Objectives. Presenters will discuss the rating process, analysis of interrater reliability, inclusion of third raters, and enhancing the norming process. (**Audience Level:** Beginner and Advanced)

**CS 1.9 – Meeting the challenge of gathering and reporting on outcomes assessment, accreditation, and credentials data** (Location: Salon 8)

*Sponsor Session*

Lynn Laakkonen - Xitracs

Gathering and reporting learning outcomes assessment, accreditation, and credentials data presents challenges to assessment professionals and teaching faculty. Learn how Xitracs can help through a simple, intuitive and affordable system that includes an ability to interface to your LMS. Outcome and Program assessment reports can be generated when needed and optionally linked to strategic plans and accreditation report submissions. A faculty roster report may be generated on demand. With Xitracs you get the reports you need with the ease faculty and staff want.

**12:00-1:20 p.m. - Networking Lunch (additional fee)**
(Location: Atrium Lobby)

**1:30-2:20 p.m. - CONCURRENT SESSIONS**

**CS 2.1 - Capstones and Outcomes: Using Capstone Events to Assess Student Achievement**
(Location: Salon 12)

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

Tony Klucking – Air University
Arden Gale – Air University

Capstone events, if well designed, provide experiences for students to demonstrate comprehensively knowledge and skills attained across their education program. As culminating events, capstones offer opportunities to capture evidence of how effective the program has been in producing students who have fully achieved the student learning outcomes for the program. Assessing students’ achievement of program-level student learning outcomes via capstone events can provide many advantages but also entails specific challenges that assessment experts must address for successful execution. This session shares an example of
developing and implementing an experiential capstone experience that assesses student achievement of program-level student learning outcomes. (Audience Level: Beginner and Advanced)

**CS 2.2 - Breaking Down Silos and Building Relationships for Signature Assignment Success**  
(Location: Donatello Ballroom)

*Track C: Designing Effective Assignments and Signature Work*

**Jannette Flores** – Cedar Valley College  
**Michelle Stewart** – Cedar Valley College

This presentation shares the positive effects on signature assignment design when an unexpected working relationship was established, and the bridging of goals was formed. Participants will discover the value of identifying areas of goal alignment with those inside and outside of their respective campuses, beginning with the alignment of instructional designer goals. Presenters will share their experiences, and then engage audience members in meaningful, reflective discussion about potential collaboration on their respective campuses. (Audience Level: Beginner)

**CS 2.3 - Vocabulary, English Language Learners and Achievement**  
(Location: Salon 1)

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

**Teresa LeSage-Clements** – University of Houston - Victoria  
**Barbara Patton** – University of Houston – Victoria

When you hear, “In the English class?” What vision is the first one you have? Was the teacher teaching nouns, verbs, colons, etc.? The international student, vision might be a class being taught in English and yet the course topics might be mathematics and science. In this session, we will demonstrate the methods and strategies, used to help students master the scaffold the required knowledge/skills in mathematics and science classes. Simple memorization and computation are no longer enough. Students who do not have the prior education experience in tests tactics and rich in language have a big disadvantage. Sample questions from some of the required tests will be analyzed. (Audience Level: Beginner and Advanced)

**CS 2.4 - Telling Our Story - From Data Collection to Decision Making**  
(Location: Salon 2)

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

**Rahime-Malik Howard** – El Centro College

Through the creation of a signature assignment in an Introductory Sociology course (and implemented into higher level SOCI courses) we have found a method 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.) The assessment of student learning has been tracked for 3 years by the Sociology Program at El Centro College, as well as the institution at large, as part of the QEP (Quality Enhancement Plan.)
Will discuss utilization of a college’s Assessment Committee, and the importance that role plays institutionally. The Sociology Program has focused attention on: Alignment of professor performance and student outcomes, Continuous improvement, Instruction, Data, and Decision making. **(Audience Level: Beginner and Advanced)**

**CS 2.5 - The Effect of a Signature Assignment Institute on Signature Assignment Design and Student Performance (Location: Salon 3)**

*Track C: Designing Effective Assignments and Signature Work*

**Jeanne Tunks** – University of North Texas  
**Ronald Schumann** – University of North Texas

Signature Assignment Institutes (SAIs), sponsored by LEAP Texas, conducted in summer 2017, enabled faculty participants to redesign signature assignments for the Social Responsibility Texas Core Curriculum objective. One participant submitted student responses for spring and fall 2017 (pre- and post-SAI). Student data from the two semesters were blinded and scored independently, using a common rubric on social responsibility. An ANOVA, comparing the two data sets revealed significant differences at the p < .05 level. The implication is that the SAI spurred changes to the signature assignment that fostered improved student learning. **(Audience Level: Beginner)**

**CS 2.6 - Paideia: Integrating Learning Through HIPs (Location: Salon 5)**

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

**Sarah Brackmann** – Southwestern University

This presentation highlights High Impact Practices (HIPs) as integrative learning strategies by tracing the evolution of Southwestern’s campus-wide Paideia curriculum. Southwestern has a long history of offering HIPs such as study abroad, community-engaged learning, and undergraduate research. Southwestern’s Paideia curriculum intentionally structures the academic experience so that all students make reflective connections between academic coursework, co-curricular experiences, and broader social problems. Through Paideia, SU intentionality institutionalizes HIPs as a pathway for integrative learning. The presentation highlights three iterations of Paideia, recognizing lessons learned from institutionalizing HIPs, specifically increased access, reflection, and assessment. **(Audience Level: Beginner and Advanced)**

**CS 2.7 - Using Student Complaint Data to Support and Enhance Faculty Development Efforts (Location: Salon 10)**

*Track E: Strategies for Successful Faculty Development*

**Jennifer Green** – Galen College of Nursing

Student complaints can highlight areas where faculty development may be beneficial or even necessary. This session will feature an overview of successful strategies for tracking and trending
student complaint records to discern where faculty development is needed, as well as how this data can be used to support and enhance faculty development efforts through evaluation of the data collected. The tools and processes used by Galen College of Nursing to accomplish these efforts will also be shared. (Audience Level: Beginner)

CS 2.8 - Outcome-Driven Faculty Development in Integrating Applied Critical Thinking into Teaching (Location: Salon 11)

Track E: Strategies for Successful Faculty Development

Robert Bartsch – University of Houston – Clear Lake
Amy Lucas – University of Houston – Clear Lake
Leroy Robinson Jr. – University of Houston – Clear Lake
Bun Yue – University of Houston – Clear Lake
Sandra Browning – University of Houston – Clear Lake

The success of the University of Houston-Clear Lake’s QEP on Applied Critical Thinking resulted from a combination of curriculum redesign based on best practices, adoption of the Foundation of Critical Thinking’s framework, and professional development through cohort-based workshops and individualized self-study. The university-wide approach formalized the teaching and application of critical thinking through a common vocabulary, assessments, and instructional practices and, with a strong leadership team, has moved into a vital sustainability phase through the newly created Center for Faculty Development. (Audience Level: Advanced)

CS 2.9 – Student Learning: Integrating Your Assessment Efforts to Bring Stakeholders Together (Location: Salon 8)

Sponsor Session

Crystal Braden - SPOL

Keeping student learning at the forefront of continuous improvement efforts in a climate of accountability is tough. Leaders of higher education institutions across the country are working to meet requirements given by the federal government, state entities, and accrediting agencies. Administrators strive to develop processes to ensure that all requirements are met, but keeping the focus on student learning can be challenging. Learn how to integrate your assessment efforts with strategic planning, budgeting, and accreditation requirements while bringing the stakeholders at your institution together to collaborate and maintain focus on what really matters in this informative session.

2:30-3:20 p.m. - CONCURRENT SESSIONS

CS 3.1 - Using Faculty Development to Create a Fully Assessable Course (Location: Salon 1)

Track E: Strategies for Successful Faculty Development

Eszter Trufan – University of Houston-Downtown
Assessing lower-level multi-section courses mostly taught by part-time faculty is a difficult challenge. We chose to use this challenge as our opportunity to provide targeted faculty development for our part-time instructors in the form of a semester-long Teaching Circle. This approach resulted in a significant increase in the awareness about the assessment process, better understanding of the assessment rubrics, higher compliance rates with the submission requirements and the creation of a fully assessable course. (Audience Level: Beginner)

CS 3.2 - The Meta-Analysis of and Institution's Core Curriculum (Location: Donatello Ballroom)

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

Craig Morton – Texas Tech University

Core Curriculum assessment results are often valued but rarely used to make improvement to the general educational experience of undergraduate students. This is largely due to the amount of work that goes into maintaining the requirements associated with core curriculum and core curriculum reporting. However, the assessment that is conducted by the institution deserves a comprehensive and ongoing analysis of student learning. The presenting institution has developed such an initiative that is centered around meaningful communication of assessment results. The presenters will demonstrate how this process is administered and how it has been a valuable tool in improving general education. (Audience Level: Advanced)

CS 3.3 - The Relevance of the Core Objectives in Professional & Technical Ed Programs (Location: Salon 2)

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

Traci Brown – Palo Alto College
Julie McDevitt – Palo Alto College

Palo Alto College expanded THECB’s guidelines for the Core Objectives by requiring that Communication and Critical Thinking be taught and assessed in all courses. One outcome of this initiative was that Professional and Technical Education faculty became involved in the College’s assessment processes and related trainings. In this session, Cosmetology faculty will share their progression from teaching primarily technical skills to a focus on student proficiency in these objectives. Participants will discuss the potential of the Core Objectives for integrating learning campuswide in order to better ensure student preparedness for success after graduation. Presenters will share ideas for implementation. (Audience Level: Beginner and Advanced)

CS 3.4 - Relevance and Integration of Student Outcomes in Institutional Planning and Assessment (Location: Salon 3)

Track B: Designing Effective Assignment and Signature Work

Beth Wuest – Texas State University
Lisa Garza – Texas State University
This session showcases strategies to establish a culture of continuous improvement through an integrated approach to planning, and assessment. College campuses institutionalized a variety of assessment practices over the years. However, as campuses re-examine their assessment practices, it is important to reconsider the relevance and integration of student outcomes in institutional planning and assessment processes. Participants will acquire proven, basic means for effectively and efficiently integrating student outcomes with strategic planning, program reviews, and program and regional accreditation reviews. Insights will be gained for maintaining a culture of planning, assessment, and improvement through transition from isolated processes to a comprehensive, integrated approach. (Audience Level: Beginner and Advanced)

CS 3.5 - The Ends and Everything in Between: How to Build Belonging and Transfer Through a Global Class Design Strategy (Location: Salon 5)

Track C: Designing Effective Assignments and Signature Work

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

We all know that a good class can be measured by its internal alignment. If your outcomes are defined by the concepts you develop, and those concepts tie to project goals, and those project goals directly link up with the types of questions you ask in something as specific as a class discussion or a peer review activity . . . Well, you end up with students who have a deep understanding of course concepts, who can connect in meaningful ways to our course goals. Basically, by building in conceptual and activity cohesion, we build towards a pedagogy of choice. This ability for students to see the learning choices they can make is also a key threshold for their academic belonging. This means that the language of our projects, from in-class work to project descriptions to feedback prompts, is incredibly important. Our writing is the tissue that fosters and challenges student learning. It frames the learning choices and the language choices of our students. So to build that tissue, the presenters will share an example and lead a development workshop. First, they will briefly walk through a class diagram that shows how multiple activities and documents can better cohere around a shared concept. Then, they will lead a workshop with attendees on how to increase alignment in their own course or program materials—from syllabi to daily in-class activities. (Audience Level: Beginner and Advanced)

CS 3.6 - Running a Smooth Flipped Lab Session (Location: Salon 10)

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

Shawn Lupoli – Texas A&M University

Flipped labs are a great way for students and instructors to work together to better teach and understand the course material. Not only does this method encourage group participation but also helps students prepare for exams, provide constant practice, and complete work that is evaluated by the instructor instantly. With the ability to learn from both the instructor and peers, students should have a deeper and more accurate understanding of the material if this method is properly used. This paper will discuss the logistics of the flipped lab; classroom setup, exercise setup, student working environment, collection and grading of student work, to make the process as painless as possible for all involved. (Audience Level: Beginner and Advanced)
CS 3.7 - Powerful Learning for Powerful Teaching (Location: Salon 11)

*Track E: Strategies for Successful Faculty Development*

**Crista Hirmas** – South Texas College  
**Jessica Galloso** – South Texas College

Many faculty begin their teaching careers in higher education without any formal training in pedagogy or andragogy. To address this gap, South Texas College has developed a year-long professional development program for new faculty across the disciplines. In the first semester of this systematic, job-embedded experience, participants develop community and become familiar with the institutional expectations and resources available for faculty and their students. Throughout the second semester, faculty participate in the F.O.C.U.S. (Focus on Creating Ultimate Student Success) Academy and through modeling, observations and reflection learn to incorporate research-based active learning strategies in their classrooms. *(Audience Level: Beginner)*

CS 3.8- Impactful Internships: Creating a Student Internship Program in Assessment Offices  
(Location: Salon 12)

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

**Mary Cheek** – Texas A&M University - Commerce  
**Jennifer Hudson** – Texas A&M University - Commerce

Assessment offices often find themselves called upon to assess the effectiveness of programming in producing student outcomes but less frequently are able to design and implement a program from the ground up. By flipping that script, the Department of Institutional Effectiveness and Research (IER) at Texas A&M University-Commerce has created an internship program in which the IER staff collaborate with student interns in order to accomplish major and supporting departmental projects. Modeled on high impact practices and aligned with key marketable skills, TAMUC’s Student Experience Program serves as a scalable model for High Impact Practices which can produce measurable outcomes. *(Audience Level: Beginner)*
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3:20-3:45 p.m. (Snack Break)  
Location: Donatello Foyer

3:45-4:35 p.m. – CONCURRENT SESSIONS

CS 4.1 - Connecting the Dots: Building Community With High Impact (Location: Donatello Ballroom)  

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

Glenda Hensley – Western Carolina University

Partnership between the university’s Common Reading Program, Campus Interdisciplinary Theme and Literary Festival has empowered an exponential expansion of opportunities as these three programs worked with intentionality to share with and support each other. Common Intellectual Experiences strengthen both the learning process and teaching practice, while generating connections throughout the campus community that transcend student type and disciplinary lens. When the curriculum and experiential are connected, relevance and significance are natural outcomes. A full-campus collaborative approach to High Impact Practices aims to insure greater access to interdisciplinary opportunities. Join us to contribute to a conversation and work in process. (Audience Level: Beginner)
CS 4.2 - Fishing for Faculty: How to Find and Develop Core Cooperation (Location: Salon 12)

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

Rachel Jumper – Stephen F. Austin State University

This session will explore the development of a collaborative service learning project during which students design and create bulletin boards for the local Boys & Girls Club and provide a blueprint for people desiring to implement similar projects into their courses. This course assignment incorporates both collaborative learning and service learning into a single class project. In addition to explaining the project, the session will explore how working with community organizations can lead to high-impact practices in the classroom that are beneficial to not just the students, but also to the community. (Audience Level: Beginner)

CS 4.3 - An Institution-Level Assessment of the Core Curriculum: UT Dallas' Comets to the Core (Location: Salon 1)

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

Michael Carriaga – University of Texas at Dallas

Many institutions rely on course-embedded assignments to assess their core curriculum; however, this often poses a problem when institutions attempt to use the results of these course-level assessments to make institution-level decisions about their core curriculum. Institution-wide assessments are an alternative to course-embedded assessment. This session details the process by which UT Dallas developed “Comets to the Core,” a project-based institution-wide assessment of the University’s core curriculum. This session will discuss the challenges faced during the developmental process and the lessons we have learned along the way. (Audience Level: Beginner)

CS 4.4 - Strengthening Assessment Practices and Increasing Faculty Engagement Through a Faculty-Driven, District-Wide Assessment Process (Location: Salon 2)

Track B: Designing Effective Assignment and Signature Work

Irene Bowen – Collin College
Rachel Bzostek – Collin College
Diana Hopes – Collin College

Having robust faculty participation in developing assessment instruments, collecting student evidence of learning, and recommending data-driven actions for improvement is imperative to the creation of a reliable assessment process. While a few faculty often engage in one or several of these activities, an authentic, faculty-driven assessment plan engages faculty in all responsibilities and aspects of the process. This presentation will highlight how a faculty-driven Core Objective Assessment Team (COAT), with appropriate administrative support, continuously mobilizes and engages faculty in all stages and aspects of the assessment process at the institutional level. (Audience Level: Beginner and Advanced)
CS 4.5 - Critical Thinking and Beyond Through Signature Assignments (Location: Salon 3)

Track C: Designing Effective Assignments and Signature Work

Tahereh Jafari – University of Houston – Downtown
Ruth Robbins – University of Houston - Downtown

Communication in the Age of the Internet is a Freshman level seminar course, with a focus on communications, offered through the Management of Information Systems Discipline within the Davies College of Business at University of Houston Downtown. As a part of the university’s Quality Enhancement plan, community engagement is a university focus for helping students improve their critical thinking skills. This course is one of many which has been expressly designated as an A+CE course: "Academic Achievement through Community Engagement". For this presentation, the course, the A+CE assignments, the results, and their effectiveness will be discussed. (Audience Level: Beginner)

CS 4.6 - Service-Learning in FYS: Creating Co-learning Experiences for Faculty and Students (Location: Salon 5)

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

Marcela Uribe – Texas A&M International University
Cihtlalli Perez – Texas A&M International University
Lilia Cantú – Texas A&M International University

After restructuring first-year seminar (FYS) to include core curriculum assessments at Texas A&M International University, FYS faculty faced the challenge of engaging students in rigorous yet meaningful learning. They decided to collaborate with campus resources and community partners to integrate service-learning (SL), a high-impact practice that promotes active learning. While SL is known to benefit students and communities, the presenters found that this strategy also creates a transformational impact on faculty. Presenters will address the multiple ways that implementing SL in a first-year seminar invites students and faculty to go beyond classroom walls, walking together in a co-learning experience. (Audience Level: Beginner)

CS 4.7 - Is it Possible to Over-Align Programming Assessment? (Location: Salon 11)

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

Krysti Turnquest– University of Houston – Downtown
Poonam Gulati – University of Houston – Downtown

What happens when a university tries to overlap programming and assessment plans between its Quality Enhancement Plan and its General Education assessment plan? As it turns out, a lot of unintended consequences—both positive and negative. This session will focus on lessons learned from implementing a Quality Enhancement Plan built around an existing assessment plan for General Education. The presentation will include both quantitative findings, and practical tips about aligning and communicating assessment plans across various programs. (Audience Level: Advanced)
The changing landscape of higher education and therefore the environment in which faculty today are expected to perform has been identified as a pressing issue for faculty and administrators to address. As a consequence, a re-envisioning of faculty development programs at universities is required to support the ongoing need for development, particularly as the infusion of technology increases in the classroom. Therefore, providing opportunities for faculty to remain current in their teaching and research, while working collaboratively across disciplinary fields is critical to institutional growth and success. This session will share professional development activities, strategies and associated budgets that can be adopted by institutions of various sizes and missions. (Audience Level: Beginner and Advanced)

CS 4.9 – Using Comprehensive Learner Records to Improve Student Success (Location: Salon 8)

Sponsor Session

Sarah Greene - AEFIS

The Comprehensive Learner Records (CLR) provide your students and faculty access to evidence of learning, achievement of knowledge, and skills recognition across the learning lifecycle, igniting transparency and shared agency for student success. CLR is a dynamic student outcomes-transcript, a transition from mere-grades, to transferrable learning experiences, highlighting curricular, co-curricular and experiential education evidence, all shareable to employers by students. Attendees will learn how CLR can be implemented at their institution. Attendees will also have a chance to hear from our Academic Partners on their success with the AEFIS Assessment Management Platform.

5:00 - 6:30 p.m.
Reception
Location: Atrium Lobby
Plenary and Concurrent Sessions

TUESDAY, April 2, 2019

CHECK-IN | begins at 7:30 a.m.
Location: Donatello Foyer

7:30-8:30 a.m. - Breakfast
Location: Donatello Foyer

8:30-9:45 a.m. - Plenary Session
Dr. Kate McConnell, Assistant Vice President for Research and Assessment, Association of American of Colleges and Universities (AAC&U)
Location: Donatello Ballroom

10:00-10:50 a.m. - CONCURRENT SESSIONS
CS 5.1 – Q&A with Dr. Kate McConnell (Location: Salon 3)

CS 5.2 - Streamlining Institutional Assessment for Students and Faculty Using Blackboard’s Assessment Solution (Location: Salon 1)

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

Tina Babb – Amarillo College
Marlon Mote – Tarrant County College
Ruth Newberry - Blackboard

Conducting juried Institutional General Education assessment is often fraught with challenges. At Amarillo College and Tarrant Community College, we have simplified collection, review, and reporting by leveraging Blackboard’s Assessment Solution, so assessment is no longer a “second” submission for students and “extra work” for faculty. Join us to learn more! (Audience Level: Beginner and Advanced)
CS 5.3 - What We’ve Found Works: Alternative Assessment for the 21st Century (Location: Salon 2)

Track B: Designing Effective Assignment and Signature Work

Lou Lloyd-Zannini – University of Houston - Victoria

Exams. Term papers. Quizzes. Tension. Nightmares. Learning blocked by fear of assessment. Learners dread them. So do professors. What if you could reduce or eliminate them? What if you could assess/evaluate learner performance on the fly, without having to stop learning to assess? What if you could eliminate the tension of exams while getting more accurate data on what your learners are learning? Would you? Because you can. You can accurately evaluate learner performance while never stopping the learning process. We’ll explore five favorites for alternative assessment. You’ll leave with assessment tools that may change your practice. See you there. (Audience Level: Beginner)

CS 5.4 - Integrating "Soft Skills" into Online Education (Location: Salon 12)

Track C: Designing Effective Assignments and Signature Work

Beth Brunk-Chavez – University of Texas El Paso
Toni Blum – University of Texas El Paso

Supporting student engagement in an online environment presents challenges that range from creating collaborative spaces, to dealing with asynchrony in participation, to recognizing conflicting commitments. However, the positive impact of developing soft skills on student success and persistence may be even more profound for students who are not able to engage in face-to-face activities on campus. This session will focus on pathways for creating engagement, with practical examples of effective assignments in distance education programs. (Audience Level: Beginner)

CS 5.5 - More Student Engagement in Learning Communities: A Statistical Case Study (Location: Salon 5)

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

Ricardo Teixeira – University of Houston - Victoria
Michael Gross – University of Houston – Victoria

During the 2018-19 academic year, University of Houston – Victoria is piloting an innovative idea to help income freshman students who would need developmental math. A special math-intensive freshman seminar course is taken in their first semester concurrent with College Algebra, forming themed learning communities. Students also experience out-of-classroom activities, such as service learning, and reflect about them through math point of view. In the talk, we will discuss all phases of the development, implementation, and assessment of different activities and compare results to other math classes. We will focus on the apparent benefits of this model through a series of statistical analysis. We also will present future ideas and directions. (Audience Level: Beginner)
CS 5.6 - Promoting Faculty Engagement in Ongoing and Innovative Assessment Practices Through a Culture of Assessment (Location: Salon 11)

Track E: Strategies for Successful Faculty Development

Tama Hamrick – Sam Houston State University
Brandi Jones – Sam Houston State University
Jeff Roberts – Sam Houston State University

The presentation will highlight the efforts of the Office of Academic Planning and Assessment (OAPA) at Sam Houston State University (SHSU) to improve the culture surrounding assessment at that University. Assessment is often associated with compliance, accountability, and accreditation requirements, processes that typically elicit indifference or avoidance; however, assessment is a valuable tool for improving student learning, programs, and services. This presentation will highlight some of the programs and services offered by OAPA to build a culture of assessment that promotes a shift of focus away from compliance and towards best practices and action research designed to investigate, identify, and evaluate practices for improvement. (Audience Level: Beginner)

11:00-11:50 a.m. - CONCURRENT SESSIONS

CS 6.1 - Faculty Development and Assignment Redesign in First Year Composition (Location: Salon 1)

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

Judith Fourzan – University of Texas at El Paso

While First-Year Composition instructors tend to share common learning outcomes around communication and critical thinking, it is often challenging to find common ground beyond those traditional core objectives. Building on the institution’s Quality Enhancement Plan, the core full-time faculty rebuilt their courses to incorporate the development of asset-based reflection, entrepreneurship, leadership, and community engagement. This revision generated collaborative conversations around student work, program outcomes, and assessment, culminating in both the revision of the First-Year Composition Handbook and a showcase at the end of the semester, highlighting the best examples of student work. (Audience Level: Beginner and Advanced)

CS 6.2 - Leveraging the LMS for Data-Driven Decision-Making & Providing Students with Individual Reports on Competencies (Location: Salon 2)

Track B: Designing Effective Assignment and Signature Work

Donna Fong – Lamar University
Christopher Heisen – EAC
Johnny Jarrell – Lamar University
The Educational Leadership Department at Lamar University has successfully leveraged the combination of its Blackboard LMS and a learning analytics integration called EAC Visual Data to make better data-driven decisions, including validating important assessments, and to provide expedited, individualized, and ongoing feedback to students on their performance against state and national principal certification competencies. In this session, we will explain how we implemented these technologies to improve and streamline the assessment of student learning in our program, and how this same process can be replicated by others.  (Audience Level: Beginner)

**CS 6.3 - Service Learning as a High Impact Practice** *(Location: Salon 3)*

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

Poonam Salhotra – University of Houston – Downtown
Krysti Turnquest – University of Houston - Downtown

Service learning (SL) is a high impact practice that incorporates service to the community and deeper learning of the subject in the classroom. This presentation will describe the design and implementation of SL across the disciplines at an urban, commuter campus with many first generation minority students. In addition, an analysis of preliminary data showing positive trends will be discussed. (Audience Level: Beginner and Advanced)

**CS 6.4 - Examining the Bigger Picture: Identifying Trends in Student Critical Thinking Skills Through Examinations of Longitudinal Data** *(Location: Salon 11)*

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

Jeff Roberts – Sam Houston State University
Glenn Sanford – Sam Houston State University

Critical thinking is an important general education outcome many institutions regularly assess; however, reports of longitudinal analyses of these data remain rare. The Philosophy Program and the Director of Assessment at Sam Houston State University partnered to examine student pre-to-post results within an undergraduate, core curriculum, critical thinking course from 2012-2017. These data revealed students made statistically significant gains in critical thinking skills each academic year; however, student gains declined in recent years. This presentation will detail the results from this longitudinal examination and will highlight how the results are being used to improve student critical thinking skills at SHSU. (Audience Level: Beginner and Advanced)

**CS 6.5 - Improvement on a Loop" How to Use Assessment to Help Faculty with Assignment Design** *(Location: Salon 12)*

Track E: Strategies for Successful Faculty Development

Eszter Trufan – University of Houston – Downtown
Jace Valcore – University of Houston – Downtown
Katherine Jager – University of Houston – Downtown

The University of Houston-Downtown uses a unique, faculty-driven method of assessment built around signature assignments. These assignments, spread across disciplines, are designed with specific AAC&U criteria in mind to produce student artefacts which meet these criteria. We argue that these assignments—designed, produced, revised by faculty, and assessed by the UHD’s General Education Committee using an original rubric also created by faculty—constitute a creative, pedagogically-sound method of addressing many of the problems of assessment. We analyze the development of three signature assignments, from Natural Sciences, Criminal Justice, and English, which assessed the mastery of “Teamwork,” “Critical Thinking,” and “Personal Responsibility,” respectively. We propose that over time, our Gen Ed program uses an effective and productive method to assess student outcomes within the Texas set of CORE standards. (Audience Level: Beginner)

12:00-1:00 p.m. - Plenary Session
Dr. Rex Peebles, Assistant Commissioner, Academic Quality and Workforce, Texas Higher Education Coordinating Board (THECB)
Location: Donatello Ballroom

1:00 p.m. – Conference Ends
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