7th Annual LEAP Texas Conference

2020: The Promise of a New Decade for Higher Education

March 29-31, 2020
Hilton Houston North
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LEAP Texas Conference Committee

Dr. Jeff Roberts, Chair
Sam Houston State University

Mr. Blair Alexander
Texas A&M University

Dr. Chris Duke
San Jacinto College

Dr. Jannette Flores
Cedar Valley College

Dr. Larry King
Stephen F. Austin State University

Dr. Rebecca Lewis
The University of Texas at Arlington

Dr. Glenn Sanford
Sam Houston State University

Dr. Amy Harris Tan
Houston Community College

Ms. Arnita Williams
The University of Texas at Arlington
Dr. Michael Reder, Director of the Joy Shechtman Mankoff Center for Teaching and Learning, Connecticut College

Dr. Michael Reder is the director of the Joy Shechtman Mankoff Faculty Center for Teaching & Learning at Connecticut College. In his role as a Senior Teagle Assessment Scholar with the Wabash Center for Inquiry, he has helped numerous institutions interpret and use their assessment data. Michael works with a variety of schools to help them provide effective support for their faculty, create holistic and integrative curricula, and utilize assessment evidence—all focused on improving student learning and experiences. He regularly runs workshops at a variety of conferences, including meetings held by the Association of American Colleges & Universities (AAC&U), that focus on instituting high-impact practices within colleges and universities.

Michael’s work on improving teaching and learning has been published in To Improve the Academy, AAC&U’s Peer Review, Essays in Teaching Excellence, Rethinking Liberal Education, and A Guide to Faculty Development 2nd ed. He has guest edited a special issue of the Journal on Centers for Teaching and Learning focused on improving teaching and learning at smaller institutions, and recently co-authored an article on why faculty developers and assessment professionals need each other for Research & Practice in Assessment.
Dr. Frances Villagran-Glover, Vice President of Student Services, Northern Virginia Community College (NOVA)

Dr. Frances Villagran-Glover is the Vice President of Student Services at Northern Virginia Community College (NOVA). NOVA is the largest public educational institution in Virginia and the second-largest community college in the United States, comprised of more than 75,000 students and 2,600 faculty and staff members. NOVA is also one of the most internationally diverse colleges in the United States, with a student body consisting of individuals from more than 180 countries Frances has more than 25 years of experience working with diverse student populations in K-16 settings and has a proven track record of creating strategies to improve student success, as well as expertise in organizational management and implementation of strategic integrations. Some of the areas that Frances is leading are: college affordability, equity & access, holistic student support, and enrollment management.

Before joining NOVA, Frances served as the Associate Vice-Chancellor for special programs and success at Houston Community College (HCC). She provided leadership for programs supporting student access, equity and success. Frances and her colleagues at HCC gained national acclaim for their community and student-focused response to the tragedy and significant challenges presented by Hurricane Harvey. She also implemented a community service and outreach program coined as “HCC Serves.”

Throughout her career in higher education, Frances has championed efforts in cultivating untapped student potential. In addition to NOVA and HCC, she worked at four other community colleges and served, at the national level, in workforce and academic support for the American Association of Community Colleges (AACC). She also worked on national projects designed to engage students in their communities through service-learning and civic engagement, facilitated faculty development and instructional technology programs.

Frances currently serves on the Commission on Structured Pathways for AACC and has been a leader in focusing on the fundamental needs barriers which limit student success such as housing and food insecurity. Frances has been appointed by the Virginia Community College System to co-chair the Power of Possible (P2) taskforce to study the non-academic challenges that impede student success in Virginia.
As a first-generation college graduate, Frances considers her family roots as her strength and they serve as a daily reminder of the sacrifices previous generations made to pave the path for access and success. In 2014, she was selected for the National Community College Hispanic Leadership Fellows program. She is also an inaugural Melinda and Bill Gates Scholar recipient. Frances is a native Texan, a proud US Marine Corps spouse, a mother of seven children and a grandmother of two. She holds a Doctorate in Education from George Mason University, a Master’s degree in Educational Leadership from Northern Arizona University and a B.S. in Community Health Education from Texas A&M University.
Sponsor Presentations

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, March 30, 2020

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Pre-Conference Workshops

SUNDAY, March 29, 2020

CHECK-IN | Begins at 9:00 A.M.
Location: TBD

9:30-12:30 p.m.
Workshop #1 – Making VALUE Meaningful: Assignment Alignment for Authentic Assessment (Location: Salon 1)

Workshop Description: For over a decade, the VALUE rubrics have helped campuses generate data on student learning to address accountability questions. As the work with the rubrics has evolved, research has demonstrated the critical role that assignments play in generating valid and reliable results. This workshop will walk participants through the empirical evidence from the VALUE Institute highlighting key aspects of assignment work and design, and engage participants in assignment (re)design alignment activities, including beta-testing a new tool under development to facilitate the pairing of assignments with the VALUE rubrics in ways that highlight and support faculty expertise in teaching and learning.

Presenters: Dr. C. Edward “Eddie” Watson and Dr. Terry Rhodes

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.

Dr. Terry Rhodes received his B.A. from Indiana University at Bloomington and his M.A. and Ph.D. in Political Science from the University of North Carolina at Chapel Hill. Before moving into national higher education work, he was a faculty member for twenty-five years. Dr. Rhodes is currently Vice President for the Office of Quality, Curriculum and Assessment 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. He is also the executive director of the Valid Assessment of Learning in Undergraduate Education (VALUE) project, and director of the annual AAC&U General Education Institute.

**Workshop #2 – Assessing for Student Learning: An Introduction and Tips (Location: Salon 2)**

**Workshop Description:** This three-hour workshop is designed for those who are new to assessment for student learning. By introducing and clarifying assessment and accreditation terms and processes that are central to academic effectiveness, participants in this workshop will be better prepared to return to their home institutions with the tools and knowledge necessary to take a leadership role in assessment. Attendees will be provided with handouts identifying key assessment resources that will help inform such fundamental assessment activities as preparing student learning outcomes, using assessment results to prompt improvement initiatives, rubric writing, and beneficial resources.

**Presenter: Dr. Loraine Phillips**

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 and is a member of the Executive Board of the Regents Academic Committee for Effectiveness and Accreditation.

Prior to coming to Georgia Tech served as Assistant Vice Provost at The University of Texas at Arlington, where she collaborated with The University of Texas System for the Chancellor’s Student Success Quantum Leap, chairing the Affinity Group for assessing student learning. She also served as Director of Assessment at Texas A&M University, where she worked with faculty and staff on assessment initiatives, serving on the Core Curriculum Committee of the Faculty Senate, among others. Her State service also included consulting participation on the Undergraduate
Education Advisory Committee commissioned by The Texas Higher Education Coordinating Board (THECB) during the state’s redesign of general education. Dr. Phillips also served as the first elected chair of LEAP Texas.

**Workshop #3 – Imagining Learning Sanctuaries: A Key to Student Wellbeing (Location: Salon 3)**

**Workshop Description:** The role of emotions in the human experience cannot be overstated. This includes the experience of learning. Learning is enhanced under one state of emotions and stifled under another. When one in every three millennials report chronic loneliness (YouGov), how can we better teach to the lonely—in a way that perhaps connects, or fosters a sense of belonging, or offers a space for solitude? In this interactive workshop, we will examine the latest research on the neurobiology of learning with specific emphasis on social and emotional learning. We will consider the relationship between loneliness, belonging, emotions, and well-being. We will explore the theoretical framework and practical strategies faculty can use to create a classroom environment which models student wellbeing, empowerment, connections, and camaraderie.

**Presenter: Dr. Mays Imad**

Dr. Imad serves as a professor of Genetics, Biotechnology, and Bioethics at Pima Community College as well as the founding coordinator of the Teaching and Learning Center. Mays received her undergraduate training in Philosophy from the University of Michigan, focusing on Philosophy of Science and Consciousness. She earned her Ph.D. in Cellular and Clinical Neuroscience from Wayne State University in Detroit, and then completed an NIH-IRACDA post-doctoral fellowship at the University of Arizona.

Dr. Imad’s current research focuses on meta-awareness, stress, advocacy, and classroom community, and how these relate to cognition, metacognition, and, ultimately, student learning. Through her teaching and research, she seeks to provide her students and her colleagues with transformative opportunities which are grounded in the aesthetics of learning, truth-seeking, and self-realization.

**12:30 – 2:00 - Lunch on Your Own**
2:00-5:00 p.m.
Workshop #4 – Using Normed Faculty Panels for Assessing General Education: Start to Finish!
(Location: Salon 1)

Workshop Description: The new decade in higher education promises increased emphasis on evidence-based decision-making and accountability. Institutions must sustainably demonstrate the degree to which students are achieving general education outcomes and courses of improvement when those outcomes are not achieved. This is true when reporting to both internal and external stakeholders, including regional accreditors and state-level oversight entities. The University of Texas at Arlington (UTA) has adopted the Texas Core Curriculum objectives as its general education outcomes. Like many universities, UTA employs normed faculty panels who use AAC&U rubrics and their related iterations to assess the general education curriculum.

The purpose of this workshop is to provide participants with knowledge and hands-on opportunity to explore the use of normed faculty panels to conduct core objective assessment scoring sessions based on UTA’s model. The full scope of utilizing this approach to institutional general education assessment will be addressed including selection of facilitator and faculty raters, selection and preparation of student artifacts for use in scoring, strategies to maintain inter-rater reliability throughout the process, and preparation of results reports for dissemination. Participants will engage in a mock norming session and will leave the workshop with some tools in-hand including a desk manual/guidebook covering the process from start to finish. Special considerations and tips and tricks for running an effective scoring day will be discussed and there will be time for Q&A.

Presenters: Dr. Rebecca Lewis and Dr. Diane Waryas-Hughey

Dr. Rebecca Lewis is Assistant Vice Provost of Institutional Effectiveness and Reporting at The University of Texas at Arlington where she has worked since 2005. She is the SACSCOC Institutional Accreditation Liaison and oversees university-wide program assessment, core curriculum assessment, university-wide surveys, and regional accreditation responsibilities. Dr. Lewis earned a PhD in Public and Urban Administration from The University of Texas at Arlington, a MA in Anthropology from Texas Tech University, and a BA in Anthropology from Texas State University. She is a current member of the THECB’s Undergraduate Education Advisory Committee as well as the Negotiated Rulemaking Committee on Core Curriculum Study and Report.
Dr. Diane Waryas Hughey, PhD, is Director of Assessment and Accreditation at the University of Texas at Arlington and has 20+ years of higher education assessment experience as faculty and administrator. She has served in a variety of institutional effectiveness capacities and has developed and led outcomes assessment activities at 2 and 4-year institutions. Diane is a published assessment author, and prior consultant, invited speaker and trainer assisting colleague institutions to establish and evolve their outcomes assessment practices. Diane has been a representative on several state, regional and national boards and is prior NASPA Assessment, Evaluation and Research Knowledge Community national co-chair. She currently serves as a four-year institution representative on the LEAP Texas Board of Directors.

**Workshop #5 –SACSCOC Is Coming! Practical Suggestions for Preparing for Your Fifth-Year Review or Decennial Reaffirmation (Location: Salon 2)**

**Workshop Description:** At times, there are few words on a campus more dreaded than “SACSCOC is coming!” However, this fear of accreditation and comprehensive 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. The workshop presenters will provide attendees with helpful tips and tricks for navigating accreditation reviews and interpreting the important changes and modifications that came with the new Principles of Accreditation. Regardless of where you are in your accreditation cycle, this presentation will provide you with practical suggestions for preparing for a Fifth-year Interim Report, a 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.

Dr. 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 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 served as a LEAP Texas Assessment Fellow in which he co-facilitated 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.

Karen Mongo is the Executive Director of Planning, Research, and Institutional Effectiveness at North Lake College. In this capacity, Mongo coordinates institutional/strategic planning, institutional research, and IE processes (to include institutional assessment, assessment of student learning, and program review). Mongo’s accreditation experience includes serving as a SACSCOC Accreditation Liaison for several years, successfully leading a Decennial Review, Fifth-Year Interim Review, an Acquisition of a Non-SACSCOC Accredited Institution. Trained as a SACSCOC Evaluator in the areas of Academics, Institutional Effectiveness, and the QEP, Karen Mongo has served on a number of accreditation review committees.

Workshop #6 – Making Sense of Personal and Social Responsibility: How to Map Meaningful Assessment for Difficult Objectives (Location: Salon 3)

Workshop Description: A commitment to personal and social responsibility is a hallmark of American higher education and an area by which colleges and universities can, and often do, distinguish themselves. But the desire to educate students to become engaged citizens and responsible individuals can be overwhelmed by challenges of assessment and accountability. This workshop will look focus on a backward design strategy using logic models to address some of the most persistent challenges of assessing for students’ development of personal and social responsibility. For example, what counts as assessable outcomes in these areas? How are experiences identified and mapped? What qualifies as evidence? Participants will be invited to reflect on the connection of personal and social responsibility with their institutional missions, the current practices
that are happening across campus, and also existing opportunities for data gathering. As a group, we will use logic models to translate those reflections, uncover gaps, and create connections across multiple points in the assessment process. Through mapping the ingredients that make programs aimed at personal and social responsibility successful, such as outcomes, outputs (e.g. signature work), well-designed activities (e.g. high-impact practices), and sufficient resources, logic models can be extended to other types of assessment. The goal of the workshop is for participants to situate their campus commitments to personal and social responsibility within a meaningful assessment framework that can then be applied to other areas of assessment, including other objectives within the Texas Core Curriculum.

Presenter: Dr. Ashley Finley

Ashley Finley is the senior advisor to the president at the Association of American Colleges and Universities (AAC&U). She was previously the associate vice president for academic affairs and founding dean of the Dominican Experience at Dominican University of California and also national evaluator for Bringing Theory to Practice. In her current role, Dr. Finley guides strategic initiatives and planning across AAC&U’s program offices in collaboration with association leaders and member campuses. Dr. Finley’s research and campus engagement focuses on connecting effective implementation of high-impact learning, assessment, and equity with institutional outcomes for student success and strategic planning. A significant component of these efforts has been the highlighting of students’ intrapersonal growth and development with their learning and civic engagement. Her publications include Civic Learning and Teaching; Assessing Underserved Students’ Engagement in High-Impact Practices; and “Well-Being: An Essential Outcome for Higher Education.” Finley received a BA from the University of Nebraska-Lincoln and an MA and PhD, both in sociology, from the University of Iowa.
Plenary and Concurrent Sessions

MONDAY, March 30, 2020

CHECK-IN | Begins at 8:00 A.M.
Location: Raphael Foyer

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

8:30-8:40 a.m. - Welcome and Introductions
Location: Raphael Salon A

8:40-10:00 a.m. – Plenary Session
Dr. Michael Reder, Director of the Joy Shechtman Mankoff Center for Teaching and Learning, Connecticut College
Location: Raphael Salon A

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

10:10-11:00 a.m. – CONCURRENT SESSIONS
CS 1.1 - Q&A With Dr. Michael Reder (Location: Salon 1)

CS 1.2 – Enhancing and Assessing Teamwork through Open Access Student and Instructor Teamwork Guides (Location: Salon2)

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

Andrew Clark – University of Texas at Arlington
Justin Dellinger – University of Texas at Arlington

This panel showcases an open access Student Teamwork Guide and companion Instructor Guide created by faculty and staff at the University of Texas at Arlington to help enhance and assess a Texas Core Learning Objective: Teamwork. The guide is
currently being piloted by students and instructors in First Year Experience, Transfer, and other courses at the university. The panel consists of three parts: describing the creation of the guide, including challenges with universal design, the implementation of the guide, and the use of assessment tools to meet the Student Learning Outcomes developed as part of the university’s Quality Enhancement Plan. (Audience Level: Beginner)

CS 1.3 – Assessing Programmatic and Core Curriculum Writing Outcomes: A Programmatic Effort to Create Actionable Data (Location: Salon 3)

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

Glenn Sanford – Sam Houston State University
Benjamin Mitchell-Yellin – Sam Houston State University

Written communication is both a highly sought-after marketable skill and a part of Texas’ Core Learning Objectives for undergraduate students. It is also a core part of the instructional identity of philosophy programs nation-wide. This presentation highlights the efforts and results of a year-long effort by the Philosophy Program at Sam Houston State University. It will review the process that lead from an initial charge to review its assessment plan for PHIL 2306: Contemporary Moral Issues to the decision to add program-level, direct assessment of student writing, and culminate with a discussion of the resulting assessment plan. (Audience Level: Beginner or Advanced)

CS 1.4 – Designing Signature Assignments for Specific Context: Embedding Social Justice in Assessment of Diverse Student Populations (Location: Salon 5)

Track C: Designing Effective Assignments and Signature Work

Zantel Nichols – Texas Southern University
Gail Hall – Texas Southern University

This session introduces participants to the process of designing assignments and signature assignments that evaluates multiple student learning outcomes while encouraging community engagement. The mission of our university advocates that its students develop equitable critical thinking skills amass an ever-changing global community perspective. The purpose of this signature assignment is to increase decision-making skills, develop globally engaged and socially-conscious citizens. We will share our process and considerations for developing a signature assignment using our Problem-Solution Speech signature assignment as a model. Participants learn a 5-part
process used to measure student performance and improve skills in advocacy. (Audience Level: Beginner)

**CS 1.5 - Teach Me What You Know - Mentoring Strategies and Best Practices for Improving Faculty Development** *(Location: Salon 10)*

*Track E: Strategies of Successful Faculty Development*

**Sneha Nayar-Bhalerao** – University of Houston-Victoria

The world of academia can be very daunting and isolating for new faculty members. Faculty need more support considering the high demands and expectations for teaching, research, and service. Being assigned a mentor during formative years can help reduce some of that initial anxiety. This interactive presentation will expose the audiences to the importance of mentoring programs, strategies, and best practices to support and facilitate new faculty development. Research based mentoring models will be discussed. Resources and handouts will be provided. (Audience Level: Beginner)

**CS 1.6 - Developing Transferrable Skills for Lifelong Learners** *(Location: Salon 11)*

*Track F: Strategies and Pathways for Student Success*

**C. Edward “Eddie” Watson** – Association of American Colleges and Universities (AAC&U)

As instructors and mentors, faculty embrace multiple roles and a range of strategies to prepare students for future success. Questions that emerge for higher education include what are the transferrable skills that are most desired beyond graduation and what strategies might we employ to most successfully engender those skills in our students? This presentation will highlight recent employer research studies, including AAC&U’s latest report entitled *Fulfilling the American Dream: Liberal Education and the Future of Work*. Participants will leave with clarity regarding the types of skills employers expect of college graduates today as well as instructional strategies and programs to employ to successfully foster those skills. (Audience Level: Beginner and Advanced)

**CS 1.7 - How Universal Design Learning (UDL) Permeates the Goodwin Nursing Department** *(Location: Salon 12)*

*Track F: Strategies and Pathways for Student Success*

**Robin Young-Cournoyer** – Goodwin College  
**Geri Dees** – Goodwin College  
**Libby Hurlburt** – Goodwin College
The Nursing Department has implemented multiple forms of representation throughout the five cohorts. Coordinators in the program will share highlights of the Universal Design Learning (UDL) instruments they have implemented in their classroom. Attendees will receive individualized coaching enabling them to create and execute UDL strategies within their own specialty. (Audience Level: Beginner)

CS 1.8 – A New Decade, a New Approach to Student Success with eLumen (Location: Salon 8)

Sponsor Session

It's a new decade that demands a new, "silo-free" approach to Academic Affairs. See how the world's only natively integrated Curriculum Management, Catalog Management, Assessment, Strategic Planning and Student Pathways solution is helping institutions reduce cycle times, increase responsiveness to market needs, eliminate errors and give Students real-time insight into their pathways. eLumen: Connecting What's Possible.

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

CS 2.1 - Juried Assessment A-to-Z (Location: Salon 1)

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

Chris Duke – San Jacinto College
Michelle Selk – San Jacinto College

San Jacinto College made numerous decisions during the past seven years regarding implementation of full-scale, core-curriculum and college-wide assessment of the Texas core objectives. Attendees direct the content of the session by selecting up to 10-12 topics from among 30+ possible issues. With each topic, presenters will discuss different choices considered, how/why SJC made its decision, and the lessons learned. For example? For “rubric selection,” presenters will describe the three options SJC considered (creating rubrics, adopting rubrics, or modifying rubrics), SJC’s choice to adopt unmodified AAC&U LEAP VALUE rubrics for general education, and the lessons learned from that decision. (Audience Level: Beginner or Advanced)

CS 2.2 - Promoting Quality and Effective Assessment Practices Through Meta-Assessment (Location: Salon 2)
Track B: Assessment of Student Learning at the Course, Program, and Institutional Level

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

Institutions regularly ask their programs to engage in systematic assessment processes; however, what are the qualities of good assessment practices and how do educational programs know whether they are following best practices? What can institutions do to provide meaningful and positive feedback to programs regarding the quality of their assessment efforts? Sam Houston State University has implemented a rubric-based meta-assessment process, designed to provide programs with detailed feedback on the quality of their own assessment plans. This session will describe the process used by SHSU and provide a practical guide for institutions looking to implement similar meta-assessment processes at their own campuses. (Audience Level: Advanced)

CS 2.3 - Creating Globally and Socially Engaged Business Students: The Case of a Social Enterprise Consulting Course in a Global Context (Location: Salon 3)

Track D: Designing and Implementing High-Impact Practices

Sarah Easter – Abilene Christian University

Abilene Christian University’s Strategic Plan established experiential learning as a foundational pedagogical strategy to enhance student success. This emphasis on high-impact practices in real world settings led two faculty members to create a Social Enterprise Consulting course that incorporates two HIPs: collaborative projects and global learning. This presentation will highlight successes and challenges in designing and implementing a course in which student teams consult with and develop business strategies for partnering organizations in Costa Rica. The session will illustrate how this type of global experiential learning enhances a student’s grasp of relevant knowledge, professional skills, and global perspectives. (Audience Level: Advanced)

CS 2.4 - Faculty Mentors Use Videos to Model High-Impact Teaching Practices (Location: Salon 5)

Track E: Strategies of Successful Faculty Development

James Gentry – Tarleton State University
Jake Heller – Tarleton State University

Every university has a great resource at its disposal—its faculty. Instructors at your university have the potential to influence peers by modeling high-impact teaching
practices. By sharing this modeling of high-impact teaching practices in video form, faculty observe high-impact teaching and learning practices in action from respected peers. Bringing in an external “rock star” instructor who is nationally recognized for teaching is wonderful, but the culture of teaching and learning may be best influenced by the local “rock stars” since campus examples of high-impact teaching aid those critical conversations with mentors who know you and the students you serve. (Audience Level: Beginner)

CS 2.5 – Strategies for Engaging Faculty in Assessment and Faculty Credentialing: A Case Study From Texas Tech (Location: Salon 10)

Track E: Strategies of Successful Faculty Development

Jennifer Hughes – Texas Tech University

What strategies have you used to get your faculty more engaged in assessment and faculty credentialing? If you’ve tried and failed, this is the session for you! Honestly, at Texas Tech, we tried numerous “traditional” ways to get our faculty to learn more about assessment and faculty credentialing, and we failed miserably. However, being the assessment folks we are, we opted to try a new approach based on assessment data we collected from experience surveys. In Fall 2018, we launched a new program called Coffee Breaks. We also launched a professional development series called Learning Series, which is also enjoying success on our campus. Come to this session to glean some new ideas to implement on your own campus! (Audience Level: Beginner and Advanced)

CS 2.6 - Building Expert Learners With Universal Design for Learning (Location: Salon 11)

Track F: Strategies and Pathways for Student Success

John Kania – Goodwin College
Lisa Wisniewski – Goodwin College

In response to supporting struggling, at-risk students, Goodwin College adopted Universal Design for Learning (UDL), a pedagogical and curriculum framework used in a cohort, linked learning community. Students were teamed taught by UDL trained instructors and began with Developmental Math and English courses and moved to college level courses in pursuit of an Associate’s degree in Human Services. In three short semesters, these basic writers moved to expert writers who published their own book. Participants will leave the session with an understanding of UDL, its utility as a pedagogical framework, and strategies and examples of effective assignments and strategies. (Audience Level: Beginner)
If you have ever taught a class with young freshmen and you have many absences do you wonder what is the problem? At first you might think there is a ‘bug’ going around but when several students tell you their grandmother died for the fifth or sixth time in one semester, you realize there is something that does not meet the eye. You quickly realize that the student is trying to camouflage anxiety. Some of the strategies used successfully will be shared. (Audience Level: Beginner and Advanced)

CS 2.8 – Meeting the Challenge of Gathering and Reporting on Outcomes Assessment, Accreditation, and Credentials Data (Location: Salon 8)

Sponsor Session

Howard Taylor, VP, Customer Support – 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. Outcome and Program assessment reports can be generated when needed and optionally linked to strategic plans and accreditation report submissions.

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

1:30-2:20 p.m. - CONCURRENT SESSIONS
CS 3.1 - Using Technology to Streamline Core Curriculum Assessment from Individual Courses to Year-End Reports (Location: Salon 1)

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

Sara Milillo – Bay Path University
Michelle McGrath – Bay Path University
Emily Thompson – Bay Path University
A significant challenge to establishing a successful assessment program can be creating one that encourages assessment year-round while not adding to everyone’s already full plate. The American Women’s College of Bay Path University, which primarily serves undergraduate adult women studying online, has designed a simple-to-use and straightforward system to assess student learning in courses and seamlessly integrate data for program and institutional level reporting. The system leverages existing LMS technology with which most faculty are already familiar. This system encourages collaboration of administrators, faculty, instructional designers, and IT professionals to facilitate and systematize course, program, and institutional assessment. (Audience Level: Advanced)

CS 3.2 - ISAE! Changing the Deictic Nature of Assessment Dialogue and Practices (Location: Salon 2)

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

Karen White-Goyzueta – Texas Southmost College

The use of the VALUE Rubrics and Texas Southmost College (TSC) rubric as a heuristic method to change the deictic nature of assessment dialogue and practices at our institution is discussed. Attendees will learn how to assess whether scaffolding and connecting of student learning outcomes across general education and majors is occurring at the course level. The Inter-Rater Signature Assignment Evaluator (ISAE) Rubric facilitates attendees’ ability to identify gaps in usability of assignments. Upon completion of this workshop, attendees will possess the basic skills to incorporate this approach in a short timeframe upon return to their institutions. (Audience Level: Advanced)

CS 3.3 - Creating a Center for Careers and Experiential Learning (Location: Salon 3)

*Track D: Designing and Implementing High-Impact Practices*

Susan Lewis – Abilene Christian University  
Derran Reese – Abilene Christian University

This session will discuss the barriers and synergies to creating a Center for Careers and Experiential Learning. The Abilene Christian University strategic plan calls for increased participation in high impact experiences like internships, cross-cultural/Study Abroad experiences, research/long-term projects and in leadership of co-curricular organizations. Although ACU has been deeply engaged in high-impact practices for nearly a decade, their distributed implementation led to siloed leadership and tracking across campus. The Center serves as the hub for tracking and reporting of outcomes for curricular and co-curricular experiences. Additionally, the Center demonstrates the high
value the institution places on High Impact Practices and provides students convenient access to information and guidance regarding the many opportunities they have to learn experientially. (Audience Level: Advanced)

CS 3.4 - Introducing Faculty to the Culture of Assessment: How Knowledge of Institutional Effectiveness Leads to Greater Success in the Classroom (Location: Salon 5)

Track E: Strategies of Successful Faculty Development

Karl Payton – LeTourneau University

Assessment and Institutional Effectiveness are not regular topics of discussion for most faculty members. After all, only deans and department chairs really need to know about that stuff... right? Unfortunately, a great many faculty members in each of our institutions tend to share that mistaken idea. This session walks through a presentation designed to enrich faculty by pulling back the curtain on the mysteries of program assessment. The faculty orientation includes discussions of current popular rubrics used to assess general education content, how to write meaningful student learning outcomes, and how to become a valued partner in maintaining institutional accreditation. (Audience Level: Beginner)

CS 3.5 - "Producing" The Freshman Seminar: 10 Years of Cornerstone at Abilene Christian University (Location: Salon 10)

Track F: Strategies and Pathways for Student Success

Trey Shirley – Abilene Christian University

In 2010, Abilene Christian University re-envisioned its freshman seminar by implementing an innovative hybrid course structure that pairs large forum lectures with small classroom instruction; this led to the creation of Cornerstone. Cornerstone is not merely taught, so much as it is produced. Each week, the university hosts a “Spotlight” presentation, a large-scale, media-rich, interactive talk addressing the entire freshman body. This lecture is then supplemented with common resources, assignments, and experiences across sections. Building on ten years of iteration and collected data, this presentation explores the measures taken to implement and produce this ambitious shared first year experience. (Audience Level: Beginner)

CS 3.6 - From Defining Initiatives to Creating Culture Change: The Student Success Framework (Location: Salon 11)

Track F: Strategies and Pathways for Student Success

Toni Blum – University of Texas at El Paso
David Ruiter – University of Texas at El Paso

As at many institutions, UTEP has a diverse array of activities aimed at improving some type of “student success,” which is defined in many ways. This session will outline the process by which those activities and definitions were coalesced around a single framework, allowing us to articulate a shared understanding of student success and to facilitate alignment between student success activities and shared outcomes. Moreover, this framework allows us to assess and demonstrate the impact of activities, initiatives and programs, according to a straightforward set of outcomes and indicators. (Audience Level: Advanced)

CS 3.7- Lunch and Learning: Lunchbox Math Skills (Location: Salon 12)

Track F: Strategies and Pathways for Student Success

Barba Patton – University of Houston-Victoria
Sara Thurmond – University of Houston-Victoria
Teresa LeSage-Clements – University of Houston-Victoria

First year students arrive at the university with many hopes and fears. One of the greatest of their fears is the math course each one faces. Many have had many disappointments in the past and the concepts are just scary. By offering the concepts in small chunks the students is not as intimidated and has a better chance to learn. In this presentation, the participants will be given a first-hand view of the math skills in the ‘Lunchbox series’ © Patton & Thurmond. Not only has math skills improved but student’s overall anxiety level has lower others as well. (Audience Level: Beginner and Advanced)

CS 3.8 – Beyond Compliance: Turning Your Data Into Action (Location: Salon 8)

Sponsor Session

Emily Beilman – Campus Labs

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

CS 4.1 - Steps Toward the Use of AI and VALUE Assessment of Student Work (Location: Salon 1)

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

Karen White-Goyzueta – Texas Southmost College
John Burke – Vantage Learning and McCann Associates

Objective and valid assessment of student performance on the six core objectives mandated by THECB is sometimes difficult and very time-consuming. Although conducting calibration sessions for comparative analysis at the course- and institutional-level assessment is beneficial, rater bias exists and it takes multiple inter-rater sessions to ensure findings are truly an authentic assessment of student performance on Critical Thinking and Communication. In this session, we will review how Texas Southmost College (TSC) addresses this challenge by incorporating artificial intelligence (AI) scored writing for diagnostic and formative assessment of adapted AAC&U rubrics. In a pilot project, First-Year English students complete a Signature Assignment in response to course requirements. The AI system provides an overall score plus a score on criterion for Critical Thinking (issues/problems, evidence collection, context, synthesis, and conclusions) and Communication (context, content development, language and syntax, organization and presentation). TSC conducts a comparative analysis on the AI scores to course- and institutional-level assessment scores. We will share our experience in this pilot, and discuss plans to use AI to assess the other core objectives. (Audience Level: Advanced)

CS 4.2 - Thinking Critically about Equity in Critical Thinking: An Examination of Critical Thinking, Intellectual Humility, and Metacognitive Skills by Student Characteristics (Location: Salon 2)

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

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

Skill in critical thinking requires a variety of competencies, including metacognition (knowing what one knows about one’s critical thinking skills) and intellectual humility (having appropriate responses to one’s intellectual limitations). However, many institutions struggle to evaluate these important student skills and to understand where
equity differences exist in student learning. This presentation highlights how Sam Houston State University is evaluating these skills for students enrolled in an undergraduate critical thinking course using a locally developed instrument. The presentation will highlight patterns in student critical thinking, metacognitive, and intellectual humility abilities observed during a 2-year period from fall 2017 to spring 2019. (Audience Level: Beginner and Advanced)

CS 4.3 - Increasing Service-Learning Impact Through Student Reflection and Community Speakers (Location: Salon 3)

Track D: Designing and Implementing High-Impact Practices

Rachel Jumper – Stephen F. Austin State University

This session will explore one way to increase student understanding of service learning by examining changes to a lower division undergraduate service-learning assignment in a large (50+ students) course. Several semesters of projects showed that students did not have a clear understanding of the purpose of service-learning how the project related to the course content. As a result, the assignment was redone to increase student understanding with writing assignments and community speakers strategically placed throughout the semester. The session will explain the project and explore how increased student understanding of service-learning changes the impact of the assignment. (Audience Level: Beginner)

CS 4.4 - Strategies for Developing Adjunct Faculty in an Online Setting (Location: Salon 5)

Track E: Strategies of Successful Faculty Development

Jessica Egan – Bay Path University
Michelle McGrath – Bay Path University
Emily Thompson – Bay Path University
Sarah Milillo – Bay Path University

With the shifting tides in higher education, many colleges and universities are branching out into the world of online education. As a result, instructors are requiring enhanced trainings, skill sets, and foundational knowledge in order to adjust and succeed within the virtual classroom. The American Women’s College (TAWC) at Bay Path University, a division employing adjunct-practitioners as course instructors for its 1300 adult women undergraduates, has developed a culture focused on the professional development and support of those who educate our students. (Audience Level: Advanced)

CS 4.5 - Cultivating Campus Innovation: ACU's Envisioning the Future of Education Grand Model (Location: Salon 10)
In 2016, Abilene Christian University (ACU) launched a five-year phased-gate grant program designed to encourage innovation on campus. Now in its fourth year, the initiative has funded eighteen phase one grants and three phase two grants. Grants have addressed a range of approaches, including cultivating human skills, alternative forms of delivery, and gamification. The Center for Teaching and Learning and Grant Program director provide resources, support in evidence-based practice, and, most importantly, space to fail. This session will overview the history of the grant, discuss successful projects, and consider what the institution can learn from both successful and unsuccessful projects. (Audience Level: Beginner)

CS 4.6 – Building and Evaluating Professional Development Communities: A Model for Faculty Development (Location: Salon 11)

This session will describe the development and implementation of our model for building a faculty-led Professional Development Community (PDC) at our university. We will share our strategies for recruiting faculty to the PDC, structuring group meetings, and planning for individual and community accountability between group meetings. In addition, we will describe our next steps as we look to expand the PDC program. Finally, we will share a research methodology that we are using to gauge the effectiveness of the PDC, along with results after our first year of implementation. (Audience Level: Beginner and Advanced)

CS 4.7 – Propelling Students to Success: A Model of Engineering Innovation (Location: Salon 12)
The engineering faculty at Abilene Christian University (ACU) redesigned our engineering core curriculum to accommodate required experiential workshops in each year of our four-year degree plan. The goal of the set of four workshops – ProPEL (Professionally Prepared Engineering Leaders) -- is to position our students to graduate from our program prepared for the workplace academically, practically, and professionally. ProPEL prepares students by giving structure, focus, and momentum to what has developed as one of our program’s core values – to equip our students to be meaningful change agents as engineering professionals from the first day they are hired. (Audience Level: Advanced)

CS 4.8 – (Location: Salon 8)

Sponsor Session

George Cook – VP Sales and Corporate Strategy, Concourse

Join us for an overview of how faculty can achieve syllabus consistency, compliance, and accessibility with Concourse, the pioneer in online syllabus management. Learn why meeting institutional and state course requirements has never been easier with syllabus templates and reporting tools. Discover how integration with learning management systems leads to a natural transition from paper syllabi and seamless user experience. Explore the ways in which Concourse can substantially reduce faculty preparation time and workload while maintaining academic freedom.

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

Location: Raphael Foyer

3:45-4:45 p.m.

Informative Session on the LEAP Texas Faculty and Assessment Fellows Programs

(Location: Raphael Salon A)

5:00 - 6:30 p.m.

Reception

Location: Atrium Lobby
Plenary and Concurrent Sessions

TUESDAY, March 31, 2020

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

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

8:30-9:45 a.m. - Plenary Session
Dr. Frances Villagran-Glover, Vice President of Student Services, Northern Virginia Community College (NOVA)
Location: Raphael Salon A

10:00-10:50 a.m. - CONCURRENT SESSIONS
CS 5.1 – Frances Villagran-Glover, (Location: Salon 1)

CS 5.2 - Project INBOX: Assessing Marketable Soft Skills in General Education Courses
(Location: TBD)

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

Woodrow Wilson Wagner II – University of Houston-Victoria

The marketable skills goal of the 60×30TX plan seeks to align higher education with workforce needs and connects to the completion goal by providing students with a clearer picture of how courses relate to jobs. Given the fact that many employers have identified critical thinking and information literacy aptitudes to be indicative of marketable skills, general education courses could play a role in helping institutions measure and meet the targets outlined by 60x30TX. Thus, Project INBOX emphasizes the need to teach/measure the soft skills of critical thinking, information literacy, and oral communication in first year oral and written communication courses. (Audience Level: Beginner)
CS 5.3 – More Than a Thesis or Dissertation: Promoting Effective Assessment of Graduate Programs (Location: Salon 2)

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

Jeff Roberts – Sam Houston State University

Assessment of graduate programs often rely heavily upon evaluations of student comprehensive exams or the completion of a thesis, dissertation, or capstone projects. While these artifacts can be useful, they alone are not sufficient to fully understand, and to improve, student learning throughout a program. This session will examine how graduate programs can assess student learning across a graduate curriculum, and how programs can better use artifacts like comprehensive exams, capstone projects, theses, and dissertations to effectively evaluate student learning for graduate program improvement. (Audience Level: Beginner or Advanced)

CS 5.4 - Fostering Global Awareness and Local Engagement: How HIPs Converge in Leipzig, Germany, and Oxford, UK (Location: Salon 3)

Track D: Designing and Implementing High-Impact Practices

Susan Lewis – Abilene Christian University
Laura Carroll – Abilene Christian University

Abilene Christian University’s Strategic Plan established experiential learning as a foundational pedagogical strategy to enhance student success. Study Abroad at ACU provides the unique opportunity for multiple high-impact practices – study abroad, learning communities, and service learning – to converge, creating an experience that allows students to connect course outcomes, experiential learning, and engagement in global cultures. This presentation will overview the program, consider student learning outcomes, and discuss local partners at two of our study abroad sites. (Audience Level: Advanced)

CS 5.5 - PechaKucha: An Effective Teaching Strategy to Impart Knowledge, Engage Students and Promote Retention (Location: Salon 11)

Track F: Strategies and Pathways for Student Success

Robin Young-Cournoyer – Goodwin College

Often, faculty must teach, and students must learn large volumes of foundational information in a short time span. Learn how a narrated PechaKucha style PowerPoint was used to overcome this barrier and engage nursing students in learning information
essential to practice and for passing licensure exams. Bring your laptop or tablet! (Audience Level: Beginner)

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

CS 6.1 - For a More Meaningful and Sustainable College-Wide Assessment Process (Location: Salon 1)

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

Rebecca Escoto – North Lake College

With five years of experience with the 2014 Texas Core Curriculum, our college has learned a great deal. This session will show some of the unexpected obstacles we encountered, including faculty frustrations, rubric selections, and moving to a 100% electronic scoring system. With each obstacle came opportunities for improvement, and our faculty and staff rose to the challenges. From these challenges, we improved college-wide faculty participation in assessment, added new rubrics, and formed a more meaningful process that allows time for reflection and improvement. (Audience Level: Beginner)

CS 6.2 - Mediating Impact: Using Multimodal Composition to Create High Impact Learning Opportunities (Location: Salon 2)

Track D: Designing and Implementing High-Impact Practices

Amanda Hill – St. Mary’s University

This session examines project-based learning assignments designed to introduce key concepts of media composition for delivering research. The facilitator uses accessible media editing programs to teach students to create arguments and essays through video and audio editing. Such projects include podcasts and video essays. These assignments are designed to put students at the center of the learning process as inquiry-based learning practices. This session will provide case studies of high impact, collaborative, media practices for undergraduate students and will provide the audience with an introduction to the skills, techniques, and media required to conduct similar projects in their own courses. (Audience Level: Advanced)

CS 6.3 - Escalade Professional Development on a Corvair Budget: Engaging Faculty and Meeting Their Needs and Interests to Improve Student Success in the Classroom (Location: Salon 3)

Track E: Strategies of Successful Faculty Development
Heather Medley – South Plains College
Mark Gottschalk – South Plains College

Creating needs-responsive, low-cost professional development is challenging. We started with a simple survey asking faculty what they wanted and needed. Then, we created development opportunities across disciplines and granted individuals a platform and venue to share ideas and skills in a collegial setting. Designing and developing grassroots workshops, books clubs, training sessions, and learning communities has dramatically altered and expanded professional development outreach. An added benefit has been making professional development fun by introducing faculty and staff to new resources and encouraging thoughtful conversations, resulting in higher attendance at events and excitement about future opportunities for professional growth. (Audience Level: Beginner)

CS 6.4 - Supplemental Instruction in High DFW Math Courses (Location: Salon 10)

Track F: Strategies and Pathways for Student Success

Liz Brown – Abilene Christian University
Laura Carroll – Abilene Christian University

Gateway math classes (such as MATH 1312 and 1314) and developmental math classes are often courses with high Drop-Fail-Withdraw rates, and students’ failure to pass prevents them from being able to progress in their major courses. This session will discuss several approaches to fostering student success. We will highlight the use of the Supplemental Instruction (SI) model in both developmental and first-year math classes, share student success rates, and discuss both challenges and strategies for effective implementation. (Audience Level: Beginner)

12:00 p.m. – Conference Ends
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