

**4<sup>th</sup> Annual Northern Nevada Higher Education Assessment Conference**  
**“Building Your Assessment Toolkit”**  
**February 10, 2006 – 8:00 a.m. to 3:30 p.m.**  
**Truckee Meadows Community College (TMCC)**

**8:00 – 8:45 Registration:** Sierra Bldg. outside Rm 108 – Coffee & Tea

11:00 – 3:30 Posters on display (staffed 12:15 – 1:45): Student Center Main Floor

8:45 – 9:00 Introductions, Overview of Conference, Housekeeping: Sierra Bldg. Rm 108  
**Welcome – Philip Ringle, President – Truckee Meadows Community College**

9:00 – 9:45 Keynote: Trudy Banta, Vice Chancellor, IUPUI: Sierra Bldg. Rm 108  
**“Strategies for Implementing and Sustaining Assessment”**

9:45 – 10:00 – Break, coffee & tea available - Sierra Bldg. outside Rm 108

10:00 – 11:00 – First round of breakout sessions

11:00 – 11:15 – Break, coffee & tea available

11:15 – 12:15 – Second round of breakout sessions

12:15 – 1:45 Buffet LUNCH - Student Center Main Floor **Please show your conference name badge!**

1:45 – 2:45 – Third round of breakout sessions (No Break)

2:50 – 3:30 – Closing discussion and conference evaluation

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**10:00 – 11:00 – First round of breakout sessions**

**Sierra Bldg. Rm 108 – *Assessment in Student Affairs from the Regent’s, Legislative, & National Perspectives*  
*(Track #1)***

**Jane Nichols - Vice-Chancellor for Academic Affairs**

**Tyler Trevor – Assistant Vice Chancellor**

Nevada System for Higher Education

This presentation will provide an overview of statewide expectations for accountability based on the Regents’ Master Plan and goals, as well as legislative initiatives and national reporting. The ramifications of these accountability measures for individual institutions and student affairs efforts will be discussed within this context. Positive use of public accountability measures to enhance quality and improve services to students will be discussed.

**Red Mountain Bldg. 253 – *Building an Assessment Program for Administrative & Support Areas from the Ground Up (Track #3)***

**Tracy Viselli - Institutional Research**

Western Nevada Community College

In addition to academic programs, it is just as important to assess administrative and support departments to enhance the success of students. At WNCC, Institutional Research was tasked with designing and implementing a new assessment program for its administrative and support areas so that all programs and departments at the college were being systematically assessed. Although ultimately receiving a commendation for the new assessment program during a recent accreditation visit, it wasn’t all hearts and flowers. Learn about the pitfalls and surprises we experienced along the way and how we over came them and created a system that works.

**Red Mountain Bldg. 256 – *Assessment to Promote Student Learning (Track #4)***

**Bill Thornton, George (Gus) Hill, & Jane Usinger - Educational Leadership**

University of Nevada, Reno

In the presentation, we will discuss:

- how instructors can gather classroom achievement data to support instructional decisions;
- the role of classroom assessment as a positive student motivation tool - examples will be provided;
- the alignment of curriculum, instruction, and assessment. On one hand, some assessment are clearly summative—occur after the instruction is completed, while other assessments are designed to be formative—are designed to provide feedback to improve during the course. Examples will be provided.

The presentation will discuss the following concepts:

- assessment FOR learning compared to assessment OF learning
- the nexus between formative assessment and student motivation
- examples of classroom assessment FOR learning
- effective forms of feedback
- alignment of curriculum, instruction, and assessment
- planning of effective assessment of student achievement

We will plan for a question and answer session at the end of the presentation.

**Red Mountain Bldg. 252 – *From Portfolios to Useable Assessment Data: How Assessment Data are Compiled & Made Useful for Decision Making (Track #3)***

**Vern Luft, University of Nevada, Reno; College of Education**

**Christine Cheney, University of Nevada, Reno; Educational Specialties**

**Margaret Ferarra, University of Nevada, Reno; Curriculum, Teaching & Learning**

University of Nevada, Reno

This presentation will describe how College of Education student portfolios are assessed, data compiled, aggregated, and distributed for decision making by programs and departments. Use of the College of Education teacher education student database for data storage and manipulation will be included.

**Red Mountain Bldg. 214 – *Predictors of Six-Year Graduation Rates among First Year Experience Completers and Non-traditional Students (Track #4)***

**Karen Kopera-Frye -Human Development and Family Studies**

**Steve Cavote - Office of University Assessment**

University of Nevada, Reno

Which variables are significant predictors of graduation within six-years? Two studies examined graduation rates between First Year Experience (FYE) course participants and non-participants. One study examines typical predictors (high school and first semester college GPA) of college success and FYE completion. The second study examined the influence of traditional academic indices (e.g., high school GPA), first semester college GPA, non-traditionality status, and gender on graduation. First semester college GPA and non-traditionality status were the best predictors of graduation; gender was not a factor. Knowing significant predictors of retention and graduation may be of practical value for program development aimed at promoting non-traditional student success.

11:00 – 11:15 – Break, coffee & tea available

**11:15 – 12:15 – Second round of breakout sessions**

**Sierra Bldg. Rm 108 – *Trudy Banta Will Conduct Question/Answer Session on the Keynote Topic (Track #4)***

**Trudy Banta - Vice-Chancellor**

Indiana University - Purdue University at Indianapolis (IUPUI)

This informal format will provide the opportunity for Q & A as well as discussion of the assessment strategies with the Keynote speaker.

**Red Mountain Bldg. 256 – *Assessing Assessment in Student Affairs Programs (Track #1)***

**Virginia Moore, Heather Turk, Lourdes Gonzales, Steve Calhoun, Cathy Choi-Pearson, Sally Morgan, & Steve Cavote - Assessment Strategies Implementation Team**

University of Nevada, Reno

A Student Affairs Implementation Team developed a rubric to assess how well assessment was being implemented and utilized in decision-making throughout the division. While the rubric was useful in meeting its intended purpose, the rubric's value as a staff development tool also was realized. Through application of the rubric to assessment plans and reports, terminology, processes, and misinterpretations were clarified for team members. The rubric was then used to prepare division leaders and departmental directors to implement more effective assessment efforts. The team will assess assessment activities periodically to evaluate the whether intervention improved the quality of assessment activities.

**Red Mountain Bldg. 253 – *Linking Classroom Assessment Techniques to the Research on How Students Learn (Track #2)***

**Barbara Millis - Excellence in Teaching Program**

University of Nevada, Reno

Both scientists and teachers have been increasing aware of the research related to the biological basis of learning and its impact on teaching and learning in higher education. This workshop will explore some of that research, discuss its implications for teaching and learning, and then model some specific practices that will enhance the learning process. In this highly interactive workshop, participants will experience over half-a-dozen activities useful for classroom assessment.

**Red Mountain Bldg. 252 – *Using Curriculum Mapping to Re-Align the Curriculum (Track #3)***

**Karen Kopera-Frye, & Jeanne Hilton - Human Development and Family Studies**

**John Mahaffy - Office of University Assessment**

University of Nevada, Reno

Curriculum mapping (CM) is a useful tool that can be used to assess and evaluate the relationship of the program curriculum to student learning. It is a brief process that yields a lot of information across various levels of analyses (e.g., departmental, interdisciplinary certificate program). The presenters will define and describe the curriculum mapping process, show the relationships between courses and student learning outcomes, and describe the use of the curriculum map in focusing on program modifications. Challenges in curriculum mapping will be identified along with possible solutions.

**Red Mountain Bldg. 202 – *Using Internet Based Surveys to Conduct Assessment (Track #4)***

**George (Gus) Hill, Bill Thornton, Jane Usinger, Sandie Spoering, & Steve Cavanero - Educational Leadership**

University of Nevada, Reno

As an important part of our effort to promote continuous improvement, the Educational Leadership Department has implemented an internet-based technology feedback process. We are using SurveyMonkey, a web-based service, to collect exit data from program completers.

SurveyMonkey is relatively inexpensive, easy to use, and very "respondent-friendly." The advantages, strengths, and value will be discussed during the presentation. In addition, the compatibility of the data from SurveyMonkey with SPSS, the costs, and procedures will be discussed.

The presentation will specifically talk about low cost, ease of data collection, versatility of types of assessments and the use of cutting edge technology in relationship to response rates, issues related to implementation of a survey and program improvement. We will demonstrate posting questions and retrieving data.

12:15 – 1:45 – Buffet LUNCH and Posters (Main floor of TMCC Student Center)

**\*Show Name Tag for Meal**

Poster Titles on last page

1:45 – 2:45 – Third round of breakout sessions (No Break)

**Red Mountain Bldg. 256 – *Portfolios: Pitfalls and Possibilities (Track #4)***

**Trudy Banta - Vice-Chancellor**

Indiana University - Purdue University at Indianapolis (IUPUI)

Portfolios, particularly electronic portfolios, appear to be the answer to many of the concerns faculty and student affairs professional express about outcomes assessment. But (sigh) they are not the magic bullets we all seek. What obstacles stand between us and portfolios as a panacea?

**Sierra Bldg. Rm 108 – *Building Assessment into Your Student Leadership Program: A Theory to Practice Approach(Track #1)***

**Claire Yurovchak & Robert Morin - Student Activities**

Western Nevada Community College

Leadership is an emerging issue of importance in education and society. We believe leadership development programs can serve as a bridge between Academic and Student Affairs and develop well-prepared college students to be tomorrow's leaders.

In this presentation we will discuss an innovative leadership program that combines theory and practice in the development of leadership skills and learning outcomes. The structure and implementation of this leadership course at Western Nevada Community College allows for assessment to occur at three separate levels consisting of student self-assessment, observer assessment and instructional assessment.

**Red Mountain Bldg. 214 – *Classroom Assessment in Mathematics (Track #2)***

**Gail Ferrell - Mathematics**

Truckee Meadow Community College)

This workshop will focus on specific classroom assessments that can be used in mathematics. The assessments presented incorporate student learning style and national standards for mathematics. Assessments are varied to measure different levels of understanding by the students.

**Red Mountain Bldg. 252 – *Using Reflection as Strategies for Student Assessment & Program Evaluation (Track #2)***

**Deborah Loesech-Griffin - Center for Program Evaluation & Partnership Development**

University of Nevada, Reno

Well-planned structured reflection opportunities have been shown to facilitate continuous learning by engaging learners in meta-cognition and anchoring their thinking about personal preferences, strengths and experiences to an external set of criteria (i.e., public standards for knowledge or behavior). This paper presents findings from a study of the professional effectiveness of a two-day evaluation institute pairing a one-day conference format with one day of structured reflection activities. Five evaluation students, referred to in this paper as "emerging evaluators" enrolled in the two-day institute and were given the opportunity to come together in advance of the conference, engaging in an oral pre-reflection activity to explore themes and questions that would be addressed in the conference. The second day of the Institute began with a reflection on the conference and the article, and throughout the day, opportunities to reflect on the links between the conference and the case studies they were analyzing were provided. At the close of the Institute, the students also provided feedback on the Institute format and ways it worked for them or could be improved to enhance their understanding of key evaluation concepts. These oral reflections, completed as a group as part of the Institute structure provide a supplemental source of information that was used to highlight, support, or counter some of the findings that resulted from individual assessment methods, as well as provide formative data on the effectiveness of this professional development format.

**Red Mountain Bldg. 253 – *Assessing General Education: An Institutional Dilemma and How It Is Being Handled (Track #4)***

**Jowel Laguerre, VP for Academic Affairs and Armida Fruzzetti, Chair of Social Sciences**

Truckee Meadows Community College

This session will feature how Truckee Meadows Community College has successfully implemented Outcomes and Assessment at the career program level and the steps it is taking to assess General Education. Additionally information regarding different institutions' efforts to assess student learning outcomes will be shared.

Representative topics include:

- Environmental landscape of general education
- Review of the general education curriculum
- Faculty participation in the process
- Identifying competencies or abilities for the institution to achieve

**2:50 – 3:30 – Closing discussion and conference evaluation: Sierra Bldg. Rm 108**

<b>Conference Tracks</b>	
<b>1) Student Affairs</b>	<b>Assessment in Co-curricular programs</b>
<b>2) Classroom</b>	<b>Assessment of Student Performance in courses</b>
<b>3) Program-level</b>	<b>Assessment of Learning Outcomes in Programs</b>
<b>4) Institution-level</b>	<b>Assessment of Outcomes Across Programs</b>

## POSTERS

<b>1</b>	<b><i>The Dark Sides of Learning-Centered Assessment: Some Behavioral Implications of Curricular Reform</i></b> Robert Chaires - Criminal Justice, University of Nevada, Reno
<b>2</b>	<b><i>Residential Life, Housing and Food Service Environmental Assessment</i></b> Russ Meyer - Residential Life, Housing and Food Service, University of Nevada, Reno
<b>3</b>	<b><i>Learning Community Proposal</i></b> Gail Ferrell – Mathematics, Truckee Meadows Community College
<b>4</b>	<b><i>Assessing Medical Student Stressors and Needs</i></b> Grant Miller - Psychiatry and Behavioral Science, UNR School of Medicine
<b>5</b>	<b><i>Assessing the Impact of Counseling Services at the Student Health Center at UNR</i></b> Erin Oksol – UNR Counseling Services
<b>6</b>	<b><i>Developing an MS Access Database to assess and improve department productivity.</i></b> Gosia Samojlowicz & Lesley Sheppard - Excellence in Teaching Program
<b>7</b>	<b><i>Tutor Tales!</i></b> Marsha Urban, UNR Academic Skills Center
<b>8</b>	<b><i>Assessing Challenges of IELC Students and the Effectiveness of Support Services</i></b> Shernaaz Webster & Susan Valencia, UNR Counseling Services, Intensive English Language Center
<b>9</b>	<b><i>Using Assessment as a Guide for Resource Allocation</i></b> Jessica Muehlberg, UNR Admissions and Record
<b>10</b>	<b><i>It's All About You: Addressing College Student Misconduct through Environmental Management and Assessment.</i></b> Carol Millie & Mike Simpson, UNR Prevention Programs Enforcing Underage Drinking Laws

All presentation materials will be on this website: <http://www.unr.edu/assess/resources/>