

Conference Schedule

- 8:00 - 8:30 – Registration, JTSU Auditorium
- 8:30 - 9:00 – Welcome Milton Glick, UNR President, JTSU Auditorium
- 9:00 – 10:40 – Workshops I
- 9:00 - 9:45 – Concurrent Sessions I
- 9:55 - 10:40 – Concurrent Sessions II
- 10:50 - 11:35 – Concurrent Sessions III
- 11:30 – 12:00 – Posters Staffed in JTSU Auditorium
- 12:00 – 1:00 – **Lunch**, Down Under Café, (*Bring Your Name Tag*)
- 1:00 – 2:35 – Workshops II & III
- 1:00 - 1:45 – Concurrent Sessions IV
- 1:55 - 2:40 – Concurrent Sessions V
- 2:45 – 3:15 – Closing and conference evaluation, JTSU Auditorium

Time	Activity	Location
9:00 – 10:40	Workshop I - Personal Response Devices: Clickers	Alumni Rm
	Concurrent I	
9:00 – 9:45	1. Online Evaluation for Internships	Rm 245
9:00 – 9:45	2. Curriculum Map: What it is and What it can do for Programs	Auditorium
9:00 – 9:45	3. READI at WNCC: Attempt at Online Retention	Rm 244
9:00 – 9:45	4. 360 Degree Assessment Process for Microteaching	Ingersol/239
	Concurrent II	
9:55 0 10:40	5. Learning in Large Classes Using Playing Card Model	Auditorium
9:55 0 10:40	6. Empowerment: Students Taking Charge of Assessment	Rm 244
9:55 0 10:40	7. Assessing Effectiveness of Large Lectures with Discussions	Rm 245
9:55 0 10:40	8. How to Create Concept Map: Introduction & Application	Ingersol/239
	Concurrent III	
10:50 – 11:35	9. 3 Qs of Effective Evaluation: Quality, Quantity, Quickness	Alumni Rm
10:50 – 11:35	10. Use of Self-Assessment to Increase Success in Test-Taking	Rm 244
10:50 – 11:35	11. How Nevada State College Builds Foundation Valid Assess.	Rm 245
10:50 – 11:35	12. Evaluating Educational Programs: CIPP Model	Ingersol/239
11:30 – Noon	Posters	Auditorium
Noon – 1:00	LUNCH	DownUnder
1:00 – 2:40	Wkshp II - Contextually Valid Eval of Writing & Critical Thinking	Rm 244
1:00 – 2:40	Wkshp III - Using Embedded Assessment to Enhance Learning	Alumni Rm
	Concurrent IV	
1:00 – 1:45	13. Squaring the Circle: Assessing a Humanities Discipline	Ingersol/239
1:00 – 1:45	14. Coordinating Core Math Courses Large Scale Assess Project	Auditorium
1:00 – 1:45	15. Developing Consistent Assessment Plans Multiple, Disciplines	Rm 245
	Concurrent IV	
1:55 – 2:40	16. Electronic Writing Rubrics: Using Turn-it-in & Grademark	Rm 245
1:55 – 2:40	17. Transforming Tech-savvy into Info-literate Students	Ingersol/239
1:55 – 2:40	18. Structured Focus Groups Course/Prog Assessment & OD	Auditorium
2:45 – 3:15	Closing Session	Auditorium

Conference Schedule

5th Northern Nevada Assessment Conference *From Classroom Clickers to Curriculum Mapping* **Friday February 9th, 2007**

Workshop I – 9:00 – 10:40 (Alumni Room)

“Are they getting it? Enhance Your Assessment Techniques with Clickers!”

Greg Gardella, Teaching and Learning Technology, UNR

Alina Solovyova, Teaching and Learning Technology, UNR

Alana Pahku, Teaching and Learning Technology, UNR

This workshop will explore the use of **personal response systems** (clickers) as a tool to find out what your students know, what they learn and what they don't. Clickers let you do real-time assessment with an immediacy that is hard to match. They also let you automate some of your more formal assessments—quizzes, tests and homework.

While some would say that technology's impact on educational outcomes has been negligible, personal response systems have the potential to overturn that perception.

The first half of the session will provide an overview of the technology as well as several hands-on demonstrations of UNR's standard system, PRS. Then, you will get the lowdown on this technology from those that have already adopted it in their classrooms. Several UNR professors will sit for a panel discussion on their experiences, successes and challenges.”

Finally, the presenters will tell you how to get started with the PRS clicker system in your classes and about the support, including workshops, provided to UNR faculty to help implement them effectively.

Workshop II – 1:00 – 2:40 (Room 244)

Contextually-Valid Evaluation of Writing and Critical Thinking: Results of the 2006 Core Writing Assessment Project at UNR

Jane Detweiler, PhD, Core Writing Project, UNR

Maureen McBride Northern Nevada Writing Project, UNR

Sarah Perrault, Northern Nevada Writing Project, UNR

The recent emphasis on general education assessment has led to calls for ways to evaluate writing and critical thinking. The long history of writing assessment has given us many models to draw upon, yet there is much less research on how to assess critical thinking. Assessment specialists have emphasized that any measures of writing (Huot, Broad) and critical thinking (Condon and Kelly-Riley) must be contextually valid; some have asserted that critical thinking must be studied separately from writing (Condon and Kelly-Riley). This panel presentation will discuss the 2006 Core Writing Portfolio Assessment at UNR in which 192 portfolios were evaluated for both writing and critical thinking using a single, nine-feature, contextually-valid rubric. The presenters will describe the process of developing and validating their measurement tool, as well as the various results of the assessment project.

Workshop III – 1:00 – 2:40 (Alumni Room)

Using Embedded Assessment to Enhance Learning

Barbara J. Millis, Director, Excellence in Teaching, UNR

Robert Barr and John Tagg in a classic article suggest, "The place to start the assessment of learning outcomes is in the conventional classroom; from there, let the practice grow to the program and instructional levels (p. 25)." This experiential workshop will explore the nature and purpose of responsible assessment focused on classrooms, whether face-to-face or at-a-distance. With relevant examples, participants will discover ways to embed assessment in the learning process. They will learn how to guide students toward new roles as they take responsibility for initiating and monitoring their own learning and the learning of teammates.

Concurrent I – 9:00 – 9:45 a.m. (4 Sessions)**1. Online Evaluation for Internships****(Room 245)**

Mary Sedgwick, EdD, Field Experiences, College of Education, UNR

Participants will learn about our dynamic online evaluation system for internship which not only assesses the intern using the INTASC Standards, but also has many customized features built into the system to meet our specific institutional reporting and program evaluation needs.

2. A Curriculum Map: What it is and what it can do for your program.**(Auditorium)**

John Mahaffy, PhD, Assessment Office, UNR

Gloria Svare, PhD, School of Social Work, UNR

Karen Kopera-Frye, PhD, Human Development and Family Studies, UNR

Participants will understand how programs use curriculum maps to help them interpret assessment results and consider implications for program improvement. Curriculum maps are conceptually straight forward, do not require excessive investments of time and effort to develop and can yield great benefits. We will discuss both an overview of developing and using curriculum maps, along with the real-world experiences of two academic programs in adapting the mapping process to their programs' needs.

3. READI at WNCC: An Attempt At Online Retention**(Room 244)**

Leonard MacKey, Web Education Coordinator, WNCC

Scott Drew, Coordinator of Retention, WNCC

The Readiness for Education At a Distance Indicator is an online survey for prospective students taking their first full Web class. It surveys their skills in five major areas and compares them to scores recorded by successful Web students. In an effort to improve the online retention and expand the role of Student Services at WNCC, the READI was implemented in the fall of 2006. Participants will review the results of the first semester, become acquainted with the procedures and processes used to implement the program, and explore suggested best practices in online retention.

4. A 360-Degree Assessment Process for Microteaching**(Ingersol Rm 239)**

Lesley Sheppard, Excellence in Teaching, UNR

This session will train participants to conduct microteaching sessions using a 360-degree approach. This model uses mentor, peer, self, one-on-one, and video reviews to assess microteaching sessions. Supporting handouts will cover issues such as the review forms, outlines, feedback guidelines, and other tools used to conduct the assessment sessions. This protocol has been used effectively for graduate assistant and faculty training.

Concurrent II – 9:55 – 10:40 a.m. (4 Sessions)**5. Assessment of Learning in Large Classes Using the Playing Card Model (Auditorium)**

Jeanne M. Hilton, PhD, CFLE, Human Development and Family Studies, UNR

Barbara Millis, PhD, Excellence in Teaching, UNR

Karen Kopera-Frye, PhD, Human Development and Family Studies, UNR

The presentation highlights an engaging Playing Card Model that can be used to address many of the challenges associated with teaching classes with more than 100 students.

The model is used to:

- 1) promote cooperative learning,
- 2) establish a relationship between each student and the teacher, and
- 3) effectively and efficiently assess learning. Results obtained from implementing this model in a large introductory course will be highlighted.

6. Empowerment: Students Taking Charge of Assessment (Room 244)

Michelle Andersen-Francis, PhD, Academic Skills Center, WNCC

Want to get students excited about assessment? Want them to help you take the drudgery out of assessment? This workshop will provide examples and ideas for helping students take charge of assessment in the classroom and will outline several successful methods for helping students be more involved in the assessment process. The presenter will offer examples of methods that have worked in her undergraduate and graduate level classroom and then allow time for participants to discuss and generate ideas for implementing student-generated assessments in their own classrooms. Participants will leave with a cluster of ideas for implementing student-driven assessment in their own classrooms.

7. Assessing the Effectiveness of Large Lectures with Discussion Sections (Room 245)

Chris Herald, PhD, Mathematics and Statistics, UNR

Judy Ouimet, PhD, Office of University Assessment, UNR

The Department of Mathematics and Statistics has begun a pilot program to teach some of its lower division courses in a large lecture format with TA recitation sections. This talk will describe efforts underway to compare the effectiveness of the large lecture format with our smaller class sizes of 40 or below. These efforts include a pre-test and post-test, and a modified CLASSE survey, designed to gather detailed information on student interaction with instructors and, for those students who interact very little, information on the factors that discourage them from doing so. The types of survey questions used, and the conclusions based on the data from the first large classes assessed in this way, will be presented. Other participants, especially those with experience with large lectures, are welcome to share their experiences or compare their assessment strategies.

8. How to Create a Concept Map: An Introduction and Application. (Ingersol Rm 239)

Steve Canavero, MEd Educational Leadership, UNR

Gus Hill, PhD, Educational Leadership, UNR

One of the most difficult aspects of assessing the merits of a program is developing a program's conceptual framework to guide the evaluation. Concept mapping is a structured conceptualization technique used by groups to articulate a program's conceptual framework and aides in program evaluation and planning. Participants in this session will be exposed to the diverse applications of concept mapping and will become familiar with the technique. The presenter will use a data set and procedural handouts to demonstrate how to conduct multidimensional scale modeling and hierarchical cluster analysis in SPSS to complete a concept map. Participants will leave the presentation with an understanding and subsequent ability to create a concept map, and the knowledge of how to access resources on concept mapping. A basic understanding of SPSS is helpful.

Concurrent III – 10:50 – 11:35 a.m. (4 sessions)**9. The Three Qs of Effective Evaluation: Quality, Quantity, and Quickness (Alumni Room)**
Gwen Shonkwiler, PhD, School of Medicine, UNR

This session will focus on the implementation of on-line delivery of evaluation instruments to students and faculty. Beginning with the 2006-2007 academic year, students in Years 1 and 3 at the School of Medicine were asked to complete all course and teaching evaluations on-line. The inaugural administration of an on-line course evaluation in July of 2006 resulted in a 100% return rate and rich qualitative data concerning specific aspects of the course. Given the immediate availability of the evaluation data, instructors met soon after the course was completed and were able to discuss and plan for the following year. Participants attending this session will be engaged in a discussion about how to create and effectively administer meaningful evaluations to students. The discussion will also include ways to encourage student compliance with evaluations and the importance of timely feedback to faculty.

10. The Use of Self-Assessment to Increase Student Success in Test-Taking (Room 244)
Susan Priest, College Success Instructor, WNCC

This presentation will address the impact of anxiety and negative cognitions on student success in test taking. Students who identify as experiencing test anxiety are often unaware how negative self-talk influences their test taking performance. The use of self-assessment increases students' ability to cope with panic and negative self-talk. Participants will learn about quantitative (LASSI) and qualitative self-assessment methods used in a College Success Class to address test anxiety and test-taking skills. Participants will discuss the application of these self-assessment methods in other contexts.

11. How does Nevada State College Build a Foundation of Valid Assessment Practices? We Dig it Up! (Room 245)

Jeanne A. Klockow, PhD, Nevada State College
Rhoton Hudson, EdD, Nevada State College

This presentation examines how to build a foundation of assessment practices as a starting institution preparing for accreditation. We identify seven key components (i.e. *Dig it Up*) used to organize our assessment strategies, techniques and accomplishments at both the college and school level. The Center for Teaching and Learning Excellence-Assessment (CTLE-A) has coordinated the assessment efforts at the institutional level. At this level, assessment outcomes measure student development in three areas:

- (1) communication,
- (2) critical thinking, and
- (3) effective citizenship.

The School of Education assessment outcomes measure student development in four areas:

- (1) planning and preparation,
- (2) classroom environment,
- (3) instruction, and
- (4) professional responsibilities.

Addressing both similarities and differences in our assessment approaches may serve as a framework to assist other colleges in their development of assessment practices.

12. Evaluating Educational Programs: The CIPP Model

(Ingersol Rm 239)

Tara Shepperson, PhD, Online Nevada Encyclopedia
William Thornton, PhD, Educational Leadership, UNR

The CIPP Model, originated by Daniel Stufflebeam, has a thirty-year record as a comprehensive model for formative and summative evaluations. This systems approach includes four major phases: Context, Input, Process and Output, generally shortened to CIPP. This model is also called Decision/Accountability-Oriented Evaluation. It is a very useful model for evaluating higher education program planning, organizational structure, implementation, and outcomes. Objectives: Participants will 1. learn the composition of the model, 2. have examples of use in education, and 3. will be provided guidelines as to when this model for evaluation may be suitable.

Poster Session 11:30 – 12:00 JTSU Auditorium

Las Vegas Pilot Retention Study

Ronnie Landgon – Academic Intervention, UNR

Deweyan Darwinism for Teaching and Learning

Deborah Seltzer-Kelly – Curriculum Teaching & Learning, UNR

Undergraduate Student Satisfaction at the University of Nevada, Reno

Jessica Muehlberg – Admissions & Records, UNR

Graduate Student Satisfaction at the University of Nevada, Reno

Jessica Muehlberg – Admissions & Records, UNR

Examining the Past - Planning for the Future

Gus Hill

Bill Thornton

Janet Usinger

Steve Canavero – Educational Leadership, UNR

Assessment for Accessibility: Using Teaching Technologies to Ensure Access for All Students

Mary Zabel

Mary Anne Christensen

Ryan Collier, - Disability Resource Center

Concurrent IV – 1:00 – 1:45 p.m. (3 Sessions)**13. Squaring the Circle: Assessing a Humanities Discipline****(Ingersol Rm 239)**

Neal Ferguson, PhD, Department of History, UNR

This paper will analyze how a university History Department grew an assessment plan out of its curriculum. The key feature of the department's approach was to tie assessment to its evolving curricular goals in ways that are organic to what it is that

a) historians do, and

b) how historians teach students.

We began with small, tentative steps. Two steps forward - one step backward. It did not spring completely formed from Zeus's head. The process has been evolving iteratively for about five years and has even received grudging acceptance from the faculty. The plan is focused and sustainable.

14. Coordinating Core Math Courses for Large Scale Assessment Projects**(Auditorium)**

Danelle Clarke, MS, Mathematics & Statistics, UNR

Swatee Naik, PhD, Mathematics & Statistics, UNR

As assessment is a growing concern for all departments, it becomes essential that the Mathematics and Statistics Department devise a number of assessment projects. However, being the largest department on campus and responsible for very complex course sequences that address the preparation of various majors presents challenges. In addition, the instructor population complicates this still further. The UNR Math department relies on TAs, LOAs, Visiting and Permanent Lecturers, and Assistant and Associate Professors to teach the core classes. In order to do large scale assessment, changes had to be made to the structure of the core classes.

We are laying the groundwork for this new structure. Since fall 2005 all core classes have been under coordination/supervision. This includes curriculum mapping, learning objectives and course outcomes, text book changes and common finals. Also, instructors now have monthly course meetings, a website for resources and a course coordinator that helps them navigate the course regarding syllabi, pacing, number of exams and sample homework sets. All of these aspects had to be taken into consideration for our assessment design process. Our presentation will focus on the development of coordinating the core math classes, the CLASSE survey conducted in fall 2005 with assistance from the University Office of Assessment and the University Core Curriculum Office and plans for future CLASSE surveys.

15. Developing Consistent Assessment Plans for Multiple, Related Disciplines

(Room 245)

Jim New, Associate Dean of Applied Industrial Technologies, TMCC

Faculty members, department chairs and academic administrators are often confronted with the challenge of coordinating multiple assessment measurements for different disciplines within their departments. The TMCC Applied Industrial Technologies department simplified this process by grouping similar disciplines and identifying consistent learning outcomes and assessment methods for each, greatly simplifying the data gathering and reporting process.

Objectives:

1. Identify similarities within disciplines
 2. Compare existing assessment plans to find similarities
 3. Select general assessment methods that are appropriate for the entire group of disciplines.
 4. Identify specific assessment methodology for an individual discipline that fits the general outline.
 5. Schedule data gathering for the entire group.
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Concurrent V – 1:55 – 2:40 p.m. (3 Sessions)**16. Electronic Writing Rubrics: Using Turn-it-in and Grademark to Provide Feedback and Assessment (Room 245)**

Chad McCully, MFA, English Department, WNCC

This presentation will explore how a traditional writing rubric can be used in the software environment provided through turnitin.com. First, the basic rubric will be presented and explained, followed by a description of how this rubric can be implemented using *Turn-it-in* Grademark software. Additional strategies, advantages and disadvantages will also be discussed as they pertain to providing feedback and assessment through this software tool. By the end of the presentation, the audience should have a good overview of the steps involved and what the Grademark software offers educators.

17. Transforming tech-savvy into info-literate students: Assessing undergraduate learning and teaching (Ingersol Rm 239)

Tara Shepperson, Ph.D., Managing Editor, Online Nevada Encyclopedia, UNR

Incoming freshman arrive on campus with varying technology skills. Assumptions are made that Google-searching, text-messaging, ipod-listening students have the necessary skills to benefit from online and hybrid course instruction. In fact, student experience may not prepare them to capitalize on online learning. A look at technology use in high schools, K-12 standards for Information Literacy, and the circumstances around which many university faculty produce online course content suggest that a plan to evaluate student ability to use, interpret and discern online sources is needed. Objectives: Participants will learn

1. current standards for information literacy;
2. best practices in Higher Education to evaluate student information literacy levels to achieve high quality learning.

18. Structured Focus Groups for Course/Program Assessment and Organizational Development (Auditorium)

Gosia Samojlowicz, Excellence in Teaching, UNR

Lesley Sheppard, Excellence in Teaching, UNR

This session will train participants to conduct focus groups capturing a large amount of data in an hour. This model uses two structured activities plus the customary open-ended questions and numbers to insure anonymity while audio-taping. Supporting handouts emphasize issues such as transcribing sessions and displaying the activity data through an Excel histogram and a color-coded Word table reflecting trends. This protocol has been used effectively for individual courses, program assessment, accreditation visits (NCA, ABET, and AACSB), and organizational changes related to inclement weather responses and university-wide training and development needs for faculty, administrators, and chairs.
