

**6th Annual
Northern Nevada Assessment Conference
Joe Crowley Student Union
Conference Schedule**

Time/Duration	Doors Open					
8:00 a.m.						
8:30 – 9:00	Registration (4 th Floor Ballroom Lounge)					
9:00-9:30 (30)	Introduction – Bill Cathey on state and national assessment policies, initiatives, & accreditation Ballroom A					
9:30-10:20 (50)	Clicker Workshop G. Gardella, part 1 Room 422	SS Workshop I M. Bresciani, part 1 Ballroom C	Round Table (1) L. Sheppard Room 420	Presentation W. Rowley Room 423	Presentation R. Hudson/L. Milanesi Room 323	Presentation K. Kolbet Room 324
10:20-10:35 (15)	Break					
10:35-11:25 (50)	Clicker Workshop part 2 Room 422	SS Workshop I part 2 Ballroom C	Round Table (2) S. Lafer Room 420	Presentation L. Gillette/S. Beets Room 423	Presentation D. Waryas Room 323	Presentation B. Millis Room 324
11:25-12:40 (75)	Lunch – On your own					
12:40-1:30 (50)	Faculty Panel Close the Loop Room 422	SS Workshop II M. Bresciani, part 1 Ballroom C	Presentation T. Lamberg Room 320	Presentation L Gillette/S. Beets Room 423	Paper G Hill Room 323	Presentation J. Stoughton Room 324
1:30-1:45 (15)	Break					
1:45-2:35 (50)	Round Table Close the Loop Panel Room 422	SS Workshop II part 2 Ballroom C	Presentation S. Webster Room 320	Presentation B. Babbitt Room 423	Paper B. Thornton Room 323	Presentation M. LaCombe Room 324
2:35	Closing Session – Jeannette Smith, Using Assessment: You're sitting in it! Ballroom A					

Conference Workshop, Round Table & Presentation Abstracts → see Pages 2 - 11

Conference Presentations

Workshops (2)

9:30 – 11:25

#1 *Personal Response Devices (Clickers)* - Room 422

Greg Gardella, Teaching and Learning Technologies – UNR

This is a follow-up workshop to the introduction to 'Clickers' presented at the 2007 Assessment Conference.

Workshop Description: 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.

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.

#2 *Evaluating Student Learning and Development: Aligning it to Program Planning* - Ballroom C

Marilee Bresciani, Ph.D. holds a Ph.D. in Administration, Curriculum, and Instruction from the University of Nebraska and a Masters of Arts in Teaching from Hastings College. She is Associate Professor of Postsecondary Education Leadership at San Diego State University, where she coordinates the masters in Student Affairs/Services in community colleges and higher education, the certificate in institutional research, planning, and assessment, and the masters and doctorate in community college leadership. The curriculum at San Diego State University emphasizes student learning centeredness, integration of the curricular and co-curricular learning paradigms, and analysis, planning, and responsible practice of leaders in a socially just and global environment. Dr. Bresciani has held faculty and higher education administration positions for over 20 years. Previously as Assistant Vice President for Institutional Assessment at Texas A&M University and as Director of Assessment at North Carolina State University

Dr. Bresciani's research focuses on the evaluation of student learning and development. She uses grounded theory to explore how systems and processes contribute to student learning centeredness, which includes the study of leaders' roles in these systems and processes.

Workshop Description: This two-part session will expand upon the current work of Student Services that assesses student learning and development. This will be done by examining the manner in which programs and services are delivered. This hands-on workshop will help participants identify manageable assessment techniques within your day-to-day activities in order to illustrate your direct and indirect contributions to student learning and development.

Round Table & Break-Outs Sessions

9:30 - 10:20

(50 min)

Round Table (1)

Quick Course Diagnosis: Efficient Data Collection for Course Assessment - Room 420

Lesley Sheppard, Excellence in Teaching – UNR

Learning Objective #1: Participants will learn about the Quick Course Diagnosis structured activities for classroom assessment.

Learning Objective #2: Participants will learn how the data collected is transformed into a graphical display.

Description: Barr and Tagg's influential article, "From teaching to learning--A new paradigm for undergraduate education," states: "The place to start the assessment of learning outcomes is in the conventional classroom: from there, let the practice grow to the program and institutional levels." As individuals, departments, and institutions become more accountable, more people—including faculty, chairs, and program directors—are involved with assessment activities. This innovative, but efficient quick course diagnosis model uses two structured activities to capture a good amount of class assessment data in about 15 minutes. Graphs of this data can then be easily produced and individual faculty and departments have been impressed by these visual displays.

Break-Outs Sessions (3)

Assessment Challenges: The Teaching American History Project - Room 423

William Rowley, Dept. of History - UNR

Sue Davis, Washoe County School District

Learning Objective: Participants will understand how a federal funded grant uses formative and summative assessments to evaluate the successes of the project.

Description: The various programs devised under the grant present opportunities for WCSD teachers to improve their U.S. history content knowledge as well as teaching skills in the subject. Teachers and professors are brought together in institutes, history dialogues, and other conversations designed to achieve the purposes of the grants. The presentation to the Assessment Conference will not only highlight the WCSD/UNR partnership, but also present our attempts at summative and formative assessment processes we have experimented with throughout the years to monitor degrees of success in the various programs under the grants.

Promise and Pitfalls of Electronic Portfolio Based Assessment - Room 323

Lou Milanesi, Center for Teaching and Learning Excellence-Assessment

Rho Hudson, Beth Duncombe, Kevin Graziano, & Clairin Demartini, School of Education – Nevada State College

Learning Objective #1: At the end of the presentation, participants will be able to;

- use a taxonomy of portfolio types to identify the optimal model for their assessment needs,
- describe the advantages of employing e-portfolios for assessment of student learning, and
- describe the various roadblocks to successful implementation and sustainability of the e-portfolio model.

Description: A leading instructional technologist recently described a “lack of stickiness” regarding e-portfolio technology in a review of electronic portfolio use in higher education. This statement politely suggests that a significant portion of early adopters of e-portfolios have not continued the method. It also suggests a logical question. Why? To answer this question, we will discuss a variety of factors that interfere with successfully implementing and sustaining e-portfolio assessment endeavors. But first, to explain the popular appeal of the method, we will discuss why e-portfolios present a promising approach to assessing student learning. Case examples will be used to illustrate factors related to benchmarking and adapting existing techniques to new programs.

Learning From Wrong Answers - Room 324

Kathleen Kolbet & John Clevenger, Physical Science - Truckee Meadows Community College

Elena Bubnova, Institutional Research - Truckee Meadows Community College

Learning Objective: One approach to assessment that can be used to help with teaching effectiveness

Description: A snapshot of the results from a three semester assessment project in the Chemistry program at TMCC which includes:

- 1) Information about student learning expectations,
- 2) Pre- and post-assessment data, and
- 3) How the data are analyzed and applied to improving instruction within the program.

Break
10:20 - 10:35
(15 min)
Refreshments in Ballroom A

Round Table & Break-Outs

10:35 - 11:25

(50 min)

Round Table (2)

Assessment that Works for What - Room 420

Stephen Lafer, Dept. of Curriculum, Teaching & Learning - UNR

Learning Objective 1: Tying assessment to consequential goals and objectives

Learning Objective 2: What assessment can tell us about what we do for those for whom we work.

Description: Assessment is an essential element in any meaningful enterprise and, in any meaningful enterprise that hopes to succeed, the means of assessment have to be linked very tightly to the meaningful outcomes to which the enterprise is dedicated. In education, the question of whether assessment as we know it, as we do it, really measures whether we are doing well that which we should be doing is questionable. This session will raise the question and ask participants to honestly wrestle with this reality, its consequences, and to discover or develop means of assessment that both fit the ends we desire to achieve and work to enhance the possibility that we, and those with whom we work, will succeed in our endeavors.

Break-Outs Sessions (3)

Establishing an Assessment Culture at Two Very Different Institutions - Room 423

Lynn Gillette, Dept. of Business - Sierra Nevada College

Shannon Beets, Academic Affairs & Registrar - Sierra Nevada College

Learning Objective #1: How meaningful assessment was established at two very different institutions?

Learning Objective #2: How one must alter the change management approach to establish assessment at different institutions?

Description: This presentation will discuss how the presenters worked with faculty, staff, administration, and trustees to develop meaningful student outcomes assessment at two different institutions. The presentation will examine common barriers to assessment that were present at each institution and how those barriers were overcome. The presentation will also examine how each institution was unique and how the approach to developing a culture of assessment was successfully altered. The presentation will discuss assessment of general education and academic disciplines.

Using Interdepartmental Partnerships to Enhance and Assess Student Learning: Experiences from the College of Southern Nevada - Room 323

Diane Waryas, Assessment - College of Southern Nevada

Learning Objective: Importance of interdepartmental partnerships in assessment, how student and academic affairs can partner around shared student learning objectives, specific structures and processes to implement approach and assess outcomes

Description: Historically, academic and student affairs departments undertake the assessment process related to learning outcomes independently. However, departments, students and the institution as a whole can benefit from partnership around shared learning outcomes. This presentation will explore the importance of said relationships, how they are being enacted at the College of Southern Nevada, and will share specific implementation and assessment structures and processes for session attendees who may wish to explore this approach on their home campuses. Then, session participants will engage in a dialogue about how they are enacting similar projects on their campuses and address challenges faced in implementation. At the end, names and email addresses of participants will be collected so that a dialogue among those interested in this issue can continue after the conference.

Conducting Effective Classroom Observations/Assessments Focused through Rubrics - Room 324

Barbara Millis, Director, Excellence in Teaching – UNR

Learning Objective #1: Participants will learn how to modify an observation rubric to meet specific department assessment needs

Learning Objective #2: Participants will learn how to conduct effective classroom observations/assessments using a three-step process.

Description: Well-thought-out, systematic, collegial classroom observations - particularly if focused through a clearly-thought-out assessment rubrics - remain a powerful way to assess and document teaching activities, to encourage reflection, to foster constructive dialogues, and to strengthen teaching performance and student learning. This experiential workshop will focus on a ten-step approach to conducting observations, one emphasizing a sequence that includes a pre-visit conference, valid observation practices, and constructive feedback processes. Participants will also look at specific observation rubrics used at the University of Nevada, Reno.

Lunch
11:25 – 12:40
(1 hr, 15 min)

Workshops
12:40 – 2:35

Exploring Strategies to Overcome the Barriers in Assessment of Student Learning and Development - **Ballroom C**

Marilee Bresciani is Associate Professor of Postsecondary Education Leadership at San Diego State University, where she coordinates the masters in Student Affairs/Services in community colleges and higher education, the certificate in institutional research, planning, and assessment, and the masters and doctorate in community college leadership.

This two-part session introduces the common barriers to implementing assessment. Participants will have an opportunity to identify the barriers that they experience. In addition, they will be able to explore strategies used by others to outline an action plan for addressing at least one of their own challenges.

Panel
12:40 – 1:30
(50 min)

Closing the Loop Panel Discussion - **Room 422**

Maureen Kilkenny, Resource Economics - UNR
Jeanne Hilton, Human Development and Family Studies – UNR
Paula Noble, Geology – UNR
Bridgette Boulton, English – TMCC

A key rationale for program-level assessment of student learning outcomes is the opportunity afforded to faculty for enhancing student learning through ongoing program improvement. Faculty members from four UNR colleges will briefly describe their experiences using assessment data to help inform program modifications. Panelists will explore both the change process as well as the changes themselves. Audience members are encouraged to engage in questions and discussion.

Round Table
1:45 – 2:35
(50 min)

Closing the Loop – A Follow-up Round Table with Panel Members - **Room 422**

(See Panel Presenters and Description above)

This round table is an opportunity to continue the discussion from the 12:30 panel presentation. Conference participants are welcome to join the round table discussion whether or not they attended the panel presentation.

Break-Outs (4)

12:40 - 1:30

(50 min)

Assessing to Improve Instruction - Room 320

Teruni Lamberg, Curriculum, Teaching & Learning – UNR

Learning Objective: Participants will gain insights on how to develop assessments that can inform student learning and also instruction.

Description: Research from the National Research Council on assessment and learning will be presented. We will examine assessment from the perspective of learning. Specifically, questions of what constitute learning, how assessment can inform teaching and learning will be presented. Participants will gain new insights on how to develop assessments that can enhance student learning. Furthermore, they will also gain insights on how to use assessment to inform instruction.

Assessment of General Education: A Case Study of How Accreditation Forced Assessment Led to Real Change - Room 423

Lynn Gillette, Department of Business - Sierra Nevada College

Shannon Beets, Academic Affairs & Registrar - Sierra Nevada College

Learning Objective #1: How do use accreditation to drive the development of meaningful assessment.

Learning Objective #2: How to develop meaningful assessment of general education

Description: This session will focus on how regional accreditation was used to build the sense of urgency necessary to develop a comprehensive assessment of general education. We will discuss how we identified college-level competencies and how we developed multiple means of assessment for each competency. We will discuss assessment results and how those results were used to make real change in general education. Finally, we will discuss how our general education assessment plan and results were used to comply with regional accreditation.

Taking the Assessment Deeper - Room 323

Gus Hill, Bill Thornton, Janet Usinger, Educational Leadership - UNR

Learning Objective #1: Attendee's will gain understanding of how to effectively train mentors to assess professional behaviors.

Learning Objective #2: Attendee's will gain an understanding of the need for effectively train mentors in assessing professional behaviors.

In the presentation, we will discuss the importance of the skills, knowledge, and abilities of the mentor. The presentation will discuss methods of supporting mentors, evaluation of student learning, and effective feedback to improve. The presentation will propose that the mentor is a key to the success of the internship experience.

The skill development and related training for mentors will be discussed. Examples, data, and summaries of results will be presented. In addition, recommendations for improvements to the process will be presented. Examples will be provided.

The presentation will discuss the following concepts:

- Needs to improve field based programs
- the relationship between skills, knowledge, and abilities of mentors and student learning
- use of data to improve a specific course
- use of feedback to improve a master's degree program
- examples of assessments
- examples of appropriate feedback for students and instructors
- plans to improve the skills of mentors.

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

What are your students learning? Try SALG - the online Student Assessment of Learning Gains Tool - Room 324

Julie Stoughton, Natural Resource & Environment Science - UNR

Learning Objective #1: Participants will be able to describe the benefits of using SALG

Learning Objective #2: Participants will understand how to create & use their own SALG instrument

Description: Effective course design incorporates student assessment, yet traditional assessment tools focus on what students like about a course, rather than what students gain from a course. SALG, the Student Assessment of Learning Gains, is an easy-to-use online assessment tool that focuses exclusively on student learning gains. The SALG offers a template with sample questions about learning gains from each aspect of your class, gains in subject understanding and appreciation, gains in particular skills, and how well students think they will retain the course material. The template is easily modified to delete or add questions, and survey results are computed automatically.

Break
1:30 – 1:45
(15 min)

Break-Outs (4)
1:45 - 2:35
(50 min)

Assessing the Impact of Classroom Presentations of Counseling Services - Room 320

Shernaaz M. Webster, Therapist, Counseling Services – UNR

Learning Objective: To evaluate the efficacy of in-class presentations for motivating students and informing them about campus resources and services, including counseling services.

Description: Positive mental and emotional health is an integral component of student success, both academically and personally. A deeper understanding of the factors that contribute to positive mental health may help us better serve students. An important aspect of student support services including Counseling Services is to provide timely intervention and help, especially for distressed students in order to enhance their opportunity to be successful. However, not all students who are in need of mental health services seek out counseling. In-class presentations and workshops provide an ideal forum for reaching those students not connected to campus resources giving them the information needed to connect them to such resources, especially Counseling Services. They also provide the opportunity to directly discuss stress management strategies and to motivate students to accomplish academic and personal success. During the Fall 2006 semester, in-class workshops were presented in 16 different classrooms across campus via advertising through ‘campus announcements’ at the beginning of the semester. Positive student evaluations indicate that this format was perceived as being very useful, and also encouraged student participation in a number of weekly motivation and academic success groups that were provided by Counseling Services. Implications of disseminating information about campus resources, especially those of Counseling Services, to students in their classroom settings will be discussed.

Analyzing Assessment Results across Colleges/Schools or Departments - Room 423

Bea Babbitt, Director of Academic Assessment – UNLV

Lindsay Couzens, Academic Assessment Office – UNLV

Learning Objective #1: Identify key variables for analyzing assessment results across units.

Learning Objective #2: Use the model to report assessment program progress, design unit action, and plan professional development.

Description: The presenters will describe a model for analyzing program assessment results across departments, colleges/schools, or other units. Variables analyzed will include, among others, number and type of assessment tools, met or unmet expectations, and types of actions implemented to improve student learning outcomes. The model is designed to track assessment program progress, identify unit assessment strengths and weaknesses, and provide information for unit action, accreditation reporting, and professional development planning. Examples of model implementation for one assessment reporting period across several units will be shared.

Alignment and Feedback to Promote Program Improvement - Room 323

Bill Thornton, Gus Hill, Janet Usinger, Educational Leadership - UNR

Learning Objective #1: Participants will develop knowledge and understanding of the interactions of deep alignment between curriculum, instruction, assessment, and feedback

Learning Objective #2: Participants will develop an understanding of the transition from data to information to knowledge.

The presentation discusses how departments can promote continuous improvement of teaching and learning through appropriate use of data. A necessary condition is deep alignment of curriculum, instruction, assessment, and feedback. Barriers to implementation to alignment will be discussed. Issues associated with the “independent” culture of instruction within a university will be presented. Examples will be provided. Theory and application of various levels of course assessment will be discussed. Recommendations will be proposed.

The Use of Continuous Assessment in Academic Support Programs - Room 324

Mary E. LaCombe & Jeffrey C. LaCombe, Chemical & Metallurgical Engineering

Eric. L. Wang, Mechanical Engineering

Theodore Batchman, Dean, College of Engineering - UNR

Learning Objective: Participants will learn about our approach to and experiences with incorporating formative assessment into the development and operation of a supplemental instruction program (academic support) at UNR.

Description: This presentation will introduce the audience to the Supplemental Instruction approach to academic support. Key to its early success has been an integral incorporation of continuous assessment of student performance, the student SI leaders, and the operational framework of the program. Assessment metrics are included in peer-training of SI leaders, regular observations of the SI sessions by the program administrator, and analysis of student performance and attendance data at the end of every semester. These subjects, the interpretation of our assessment data, and the manner in which we use it to adjust the program each new semester will be the focus of this presentation. These experiences would likely be relevant in assessment of other types of academic support as well.

Conference Closing Session

2:35

Ballroom A

Using Assessment: You're sitting in it! - Ballroom A

Jeannette Smith

Learn how Student Assessment played a key role in designing the Joe Crowley Student Union. A tour of the Union will be available immediately following the closing.