

8th Annual Northern Nevada Assessment Conference
 Joe Crowley Student Union – University of Nevada, Reno

*Assessment that Works:
 Thinking Creatively about Assessment*

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|-------------|---|--|--|--|--|--|--|
| 8:30-8:50 | Introduction: John Mahaffy (Theatre 3 rd Floor) | | | | | | |
| 8:50-10:00 | Plenary Panel: <i>Assessment that Works at NSHE Institutions</i> (Theatre 3 rd Floor) Bea Babbitt, UNLV Rafik Beekun, UNR Bridgett Boulton & Jason Oetjen, TMCC Susan Priest, WNC Moderator: Vern Luft, UNR | | | | | | |
| 10:00-10:15 | Break: Coffee, Tea and Goodies | | | | | | |
| 10:20-11:30 | Breakout Sessions: | | | | | | |
| | Janet King | Franklin S. Carman III | Maureen McBride | John Mahaffy Gloria Svare | Steve Cavote Angelina Hill | Jessica Muehlberg | Cairn Lindloff Jerry Marczynski |
| | <i>The Utilization of Peer Assessment to Enhance Learning in Project-Based, Online Instruction</i> | <i>Assessing General Education and Science Students in the 21st Century Classroom: Impact on Student Performance</i> | <i>Strategizing How to Assess Writing in the Disciplines</i> | <i>Getting Started with Curriculum Mapping</i> | <i>Improving Assessment Plans with Effective Outcomes and Measures</i> | <i>PeopleSoft Foundations: Training with an Eye for Assessment</i> | <i>Making Achievement Possible: The MAP-Works survey</i> |
| Room | 423 | 324 | Great Room 4 th Floor | 317 | 320 | 402 | 323 |
| 11:35-1:30 | Lunch and Activities: (Ballroom A, 4 th Floor) | | | | | | |
| 11:35-12:15 | Lunch Buffet and Topical Round-Table Discussions [list of table topics in conference folder] | | | | | | |
| 12:15-1:30 | Panel Presentation and Discussion: <i>Regional Accreditation: Past, Present and Future</i> Four Institutions' Experiences with Regional Accreditation, and A New NWCCU Accreditation Paradigm. | | | | | | |
| | <i>Final Comments and Adjourn. Thank You for Attending!</i> | | | | | | |

Opening Plenary Panel – 8:50 – 10:00

Assessment that Works at NSHE Institutions

Panelists:

Bea Babbitt

Director of Academic Assessment
Office of the Senior Vice Provost for Academic Affairs
University of Nevada, Las Vegas

Rafik Beekun

Managerial Sciences Professor
College of Business Administration
University of Nevada, Reno

Bridgett Boulton

Student Learning Outcomes and Assessment Coordinator; English Professor
Truckee Meadows Community College

Jason Oetjen

Research Analyst
Institutional Research
Truckee Meadows Community College

Susan Priest

Chair, Program Assessment and Review Committee; College Success Instructor
Western Nevada College

Panel Moderator: Vern Luft

Associate Dean, College of Education; Education Professor
University of Nevada, Reno

Breakout Sessions - 10:20-11:30

The Utilization of Peer Assessment to Enhance Learning in Project-Based, Online Instruction - Room 423

Janet King, Social Psychology Instructor
Western Nevada College

Online courses may be facilitated through the utilization of Webquests and the incorporation of peer assessment. A Webquest is a form of project-based online learning that requires the student to utilize the world-wide-web to synthesize information on a specific topic through the completion of projects. These projects are often based on current events and involve creative learning experiences that increase student engagement and enhance computer skills. Peer assessment has proven to be an indispensable component of this online learning methodology, requiring the students to provide critical feedback to others. In essence, the instructor relinquishes the role of educator to the students and becomes the facilitator of this learning process. An explanation of this approach with emphasis on peer assessment, student engagement, creative assignments and critical thinking skills will be explored.

Assessing General Education and Science Students in the 21st Century Classroom: Impact on Student Performance - Room 324

Franklin S. Carman III, Biophysical Sciences Professor
Western Nevada College

Assessment is becoming more and more significant in higher education: what to assess and how to assess “it” are challenging. Reading and Math are across-the-board general education requirements, as well as course pre-requisites, for all two-year and four-year degrees. The Cloze method to assess Reading and a Math model for assessing freshman and sophomore science students’ performances in transfer courses are presented and discussed. Practically speaking, if students are strong in reading and math, or develop those skills rapidly throughout the semester, they are more likely to be successful in their science courses.

Note: Participants are asked to download the following Power Point document to a laptop (or print it) and bring to the session.
<http://www.drcarman.info/assess10.pdf>

Breakout Sessions - 10:20-11:30 (continued)

***Strategizing How to Assess Writing in the Disciplines* - Great Room, 4th Floor**

**Maureen McBride, Assessment Coordinator, Office of University Assessment
University of Nevada, Reno**

This session will focus on how to develop an assessment strategy for disciplinary specific writing, focusing on defining values, identifying criteria, developing scoring tools, and discussing ways to “close the loop.” The session will include a brief overview of writing in the disciplines integrated with workshop activities to engage participants in a discussion of how discipline values affect writing assignments and assessment.

***Getting Started with Curriculum Mapping* - Room 317**

**John Mahaffy, Director, Office of University Assessment
Gloria Svare, Social Work Professor
University of Nevada, Reno**

Curriculum Maps are relatively simple and straight-forward tools to help ensure learning goals are achieved. From courses to entire colleges, our institutions currently use Curriculum Maps in various disciplines. A Curriculum Map facilitates connecting student performance to course and curriculum goals; it will help you “see” your curriculum from a new perspective. Analyzing relationships among course objectives, program outcomes and assessment results can greatly contribute to a clearer understanding of where change may be appropriate. This session is designed to help participants:

- Understand the concept and benefits of course and curriculum alignment
- Understand how a curriculum map shows the relationship of courses to the curriculum
- Discuss issues of design and use

Breakout Sessions - 10:20-11:30 (continued)

***Improving Assessment Plans with Effective Outcomes and Measures* - Room 320**

**Steve Cavote, Associate Director of University Assessment
University of Nevada, Reno
Angelina Hill, Associate Director of Academic Assessment
University of Nevada, Las Vegas**

This interactive session will focus on improving the key feature of program-level assessment plans: the functionality between outcomes/objectives and measures. An opportunity for participants to evaluate examples of learning outcomes (SLOs) and measures (student artifacts) using a rubric will be provided. Participants are encouraged to bring their own program's outcomes/objectives if they would like to work on refinements. The use of direct and indirect assessment methods, appropriate to a range of outcomes, will also be a focus.

***PeopleSoft Foundations Training with an Eye for Assessment* - Room 402**

**Jessica (Jessie) Muehlberg, Coordinator: Training, Documentation, and Assessment
Enrollment Services
University of Nevada, Reno**

PeopleSoft Foundations Training is the first chance to obtain an overview of the new PeopleSoft Student Administration system. Attendees will be introduced to new terminology related to PeopleSoft, organization of data within PeopleSoft and some of the look and feel of the new student information software. In addition to the basic PeopleSoft overview, this session will look at data structure and tools that will aid in research and assessment.

Breakout Sessions - 10:20-11:30 (continued)

***Making Achievement Possible: The MAP-Works survey* - Room 323**

Cairn Lindloff, Director, New Student Initiatives
Jerry Marczynski, Associate Vice President, Student Life Services
University of Nevada, Reno

In the fall of 2009 the University of Nevada, Reno launched an innovative, early alert program for freshmen, focusing on academic and social integration. This session will present the MAP-Works project; its selection, theoretical base, fall 2009 implementation and usage, what we found out about our freshmen class and future application and data usage.

Lunch Activities
11:35 – 1:30

Ballroom A, 4th Floor

11:35 – 12:15 – Go through the buffet line to get your lunch, and then proceed to the discussion table of your choice. A list of tables, topics and discussion facilitators is provided in your packet. Enjoy your lunch and food for thought as well!

12:15 – 1:25 – **Regional Accreditation: Past, Present and Future**

All Nevada institutions are preparing for regional accreditation or have recently enjoyed one. The panel will offer some reflections on their experiences with the process.

Panel:

Truckee Meadows Community College
Ted Plaggemeyer, Dean, School of Sciences
Kevin Dugan, Psychology Professor

Western Nevada College
Jim Kolsky, English Professor
Catherine Boedenauer, Programmer/Analyst, Institutional Research

University of Nevada, Las Vegas
Bea Babbitt, Director of Academic Assessment

University of Nevada, Reno
John Mahaffy, Director, Office of University Assessment

Questions and discussion

1:25 – 1:30 – **Closing comments and Adjourn**

Discussion Table Guide

The discussion tables offer opportunities for topical, but informal conversations as you have lunch. Most of the table topics relate to panel or session topics from earlier in the conference and, facilitated by the panelist or presenter, enable you learn more about it and to share your input. As you leave the lunch buffet, look for the discussion table number that corresponds with your topic of interest (see list below) and join them.

| Table # | Topic | Facilitator |
|---|--|---|
| Tables 1 - 4 are follow-up and expanded discussions from the opening panel. | | |
| 1 | Overcoming faculty concerns | Bea Babbitt, UNLV |
| 2 | Expanding and closing the loop: assessment and the program review process | Bridgett Boulton & Jason Oetjen, TMC |
| 3 | Implementing College-Level Assessment | Rafik Beekun, UNR |
| 4 | Learning and Study Strategies Inventory (LASSI) and the critical thinking assessment project | Susan Priest, WNC |
| Tables 5 - 13 are follow-up and expanded discussions from the breakout sessions. | | |
| 5 | Using peer assessment to enhance learning in project-based online instruction | Janet King, WNC |
| 6 | Assessing student performance in the classroom | Franklin S. Carman III, WNC |
| 7 | Assessing writing in the disciplines | Maureen McBride, UNR |
| 8 | Curriculum mapping | Gloria Svare, UNR |
| 9 | Improving assessment via effective student learning outcomes and measures | Steve Cavote (UNR) and Angelina Hill, UNLV |
| 10 | People Soft/iNtegrate: General issues | Jessie Muehlberg, UNR |
| 11 | People Soft/iNtegrate: Shared Instance | Eric Thornton, WNC |
| 12 | People Soft/iNtegrate: Academic Progression | Maureen Cronin, UNR |
| 13 | Making achievement possible: the MAP-Works Survey | Cairn Lindloff, UNR |
| Tables 14 - 15 | | |
| 14 | Accreditation issues | John Mahaffy (UNR), Cat Boedenaaur and Jim Kolsky (WNC) |
| 15 | Program Evaluation | Bill Thornton, UNR |