**2012 Assessment Fair Presentation Abstracts**

February 21, 2012
University Center, Panorama Room

**Workshop and Panel Presentations**

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<th>Presentation Title</th>
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<td><strong>Assessment Plan Basics</strong></td>
<td>Kim Black, Director of Assessment</td>
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<td>In fall 2012, UNC will kick-off a self-study for reaffirmation of accreditation from the Higher Learning Commission (HLC). In the years since the last accreditation self-study, the HLC has placed a greater emphasis on the assessment of student learning as a major component of continuing accreditation. This session will introduce the basic elements of creating and maintaining student learning outcomes assessment plans that support program goals for student learning and meet HLC requirements. Participants will receive an assessment plan outline and a checklist for evaluating their program's current assessment plan.</td>
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<td><strong>Learning Outcomes 101: Getting Started</strong></td>
<td>Lyda Ellis, Faculty Assessment Fellow and Assistant Professor, University Libraries</td>
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<td>Program outcomes are the intended learning outcomes of an academic program. They are the answers to the question, “What should program graduates know and be able to do?” Many people find that writing learning outcomes is difficult and time consuming. This 50 minute hands-on session provides participants with guidelines that will make developing these outcomes easier. Using these guidelines participants will gain practice in developing program level learning outcomes. At the end of the session participants will be able to take these guidelines back to their programs to continue developing outcomes with others.</td>
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<td><strong>What are you REALLY measuring? Increasing Validity of Assessment through Authentic Performance Tasks</strong></td>
<td>Jason Byrnes, Faculty Assessment Fellow and Associate Professor of Tuba and Music Education</td>
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<td>Validity in learning outcomes assessment is important because it reflects the extent that an assessment measures what is intended. Perhaps more importantly, it is only when faculty are convinced of the validity of results that they should be willing to make changes based on those results. This presentation will explore the construction of Authentic Performance Tasks through backward design as a technique to increase the validity and utility of assessment results.</td>
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<td><strong>When Lightning Strikes: Making Institutional Data Work for You</strong></td>
<td>Kim Black, Director of Assessment, Annie Epperson, Associate Professor, University Libraries, Melissa Hoffner, Director of Tutoring Services, Karen Raymond, Senior Analyst, Enrollment Management and Student Access</td>
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<td>A “Lightning Talk” is a fast-paced presentation that features a succession of speakers sharing information in a condensed period of time. The purpose of this presentation and small group discussion is to introduce participants to a variety of institutional data sources with broad application across many programs. Data derived from the College Senior Survey, the LibQual Survey, tutoring, and the National Student Clearinghouse will be presented. In small group format, participants will discuss the information provided and possible applications for their own programs or departments. Information about how to access the data will also be provided.</td>
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**Poster Session**

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<td><strong>Wendy Adams,</strong>&lt;br&gt;Assistant Professor, Physics</td>
<td><strong>Formative Assessment of Science Courses</strong>&lt;br&gt;We will present the CLASS survey which has versions developed and validated for Physics, Chemistry and Biology. CLASS has been used at several hundred universities and translated into several languages. Results correlate with course attainment and learning in these disciplines.</td>
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<td><strong>Jack Barbera,</strong>&lt;br&gt;Assistant Professor, Chemistry</td>
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| **Marina Alcazar**, Administrative Assistant II, Dining Services  
**Aran Essig**, Executive Chef, Dining Services  
**Hal Brown**, Director, Dining Services  
**Jenny Larson**, Assistant Director, Dining Services | **UNC Dining Services - Involving Faculty and Staff in Program Assessment**  
Dining Services began to work on its Program Review in spring 2011, using the CAS Standards; Council for Advancement of Standards in Higher Education. To make this process comprehensive and balanced, we have involved managers, line staff, focus groups including faculty, and external reviewers to gather evidence and assess our findings and ratings established. Through resources and evidence, such as documentation of policies and procedures, statistical information, surveys and external reviewer findings, as a team, we were able to highlight areas of success, as well as create goals based on weaknesses and opportunities that were discovered. |
| **Jessica Byrd**, Graduate Student, School Psychology  
**Kyle Johnson**, Graduate Student, School Psychology  
**Nadia Benyamin**, Graduate Student, School Psychology  
**Achilles Bardos**, Professor, School Psychology | **BIMAS: Measuring the Effectiveness of Behavioral and Social/Emotional Interventions**  
How does one go about creating a mechanism to screen for children’s mental health and to monitor and assess objectively, with multiple sources of data, the effectiveness of behavior intervention programs for schools and individual students within an RtI model of service delivery? The purpose of this presentation is to provide information to administrators and mental health practitioners interested in measuring and monitoring students’ response to a range of behavioral, psychosocial and therapeutic interventions. A web-based progress monitoring system, BIMAS (Behavior Intervention Monitoring Assessment System), will also be demonstrated. |
| **Jessica Byrd**, Graduate Student, School Psychology  
**Kyle Johnson**, Graduate Student, School Psychology  
**Nadia Benyamin**, Graduate Student, School Psychology  
**Achilles Bardos**, Professor, School Psychology | **The BASI: Linking Educational Assessment to Instruction and Intervention**  
The 2004 Reauthorization of IDEA provides regulatory support for school districts to adopt preventative, response to intervention (RtI) models of assessment for children struggling in the classroom. The BASI™ (Basic Achievement Skills Inventory) assessments are a series of versatile, multi-level, norm-referenced achievement tests that measure math, reading and language skills for children and adults. The BASI can be used as a progress monitoring tool and is easily administered and scored in a brief time period. The BASI results can be used to inform and modify classroom instruction, as well as provide a way to link assessment results directly to interventions. |
| **Patricia Escobar**, Director, Cesar Chavez Cultural Center  
**Eva Rodriguez**, Student Services Coordinate, Cesar Chavez Cultural Center | **Morphogenesis: the birth of intentionality**  
The poster will explain the process that the Center’s staff went through in the beginning stages of the self study for program review. Specifically, we’ll describe the task of looking at all that was being done in order to come up with a refined mission statement. |
| **Chelsie Hess**, Graduate Student, Professional Counseling  
**Kimberly Kaufeld**, Graduate Student, Applied Statistics and Research Methods | **Examination of Student Learning in an Emergent Literacy Course**  
This study examined the effectiveness of instruction as well as the level and quality of student learning in two sections of a required Elementary Education literacy methods course taught by the lead investigator in the study. This study measured growth through a pre/post assessment along with a qualitative analysis of the midterm exam. |
| **David Kendrick**, Director, Center for the Enhancement of Teaching and Learning | **Assessing Online Courses through the Quality Matters Peer Review Process**  
The Center for the Enhancement of Teaching and Learning adopted the Quality Matters (QM) system for faculty-to-faculty assessment of developed and developing courses hosted in an online environment. The CETL worked on a grant/research project with Carol Roehrs, PhD., in the UNC School of Nursing, to determine an effective model of faculty training. |
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| **Kristin Klopfenstein**, Executive Director, Education Innovation Institute | **Assessing Teacher Prep Programs: The Nuts and Bolts of Complying with SB 10-036 and SB 11-245**  
The Education Innovation Institute is working with CU and the Department of Higher Education to help establish a database in which educator preparation programs can be validly linked to the P-12 educators they send out into the field. This database is needed to comply with SB 10-036 and SB 11-245, two bills that require educator preparation programs to be assessed in part on the basis of the academic success of students taught in P-12 classrooms by graduates of each prep program. The poster will include a discussion of what 10-036 and 11-245 mean for UNC and other teacher prep programs. |
| **Heng-Yu Ku**, Professor of Educational Technology, College of Education and Behavioral Science  
**Chelsie Hess**, Graduate Student, Professional Counseling  
**Kimberly Kaufeld**, Graduate Student, Applied Statistics and Research Methods | **A Needs Assessment of Administrators and Faculty Members’ Perceptions Toward Assessment on Student Learning**  
A needs assessment of administrators’ and faculty members’ perceptions toward assessment of student learning in the College of Education and Behavioral Sciences (CEBS) at the University of Northern Colorado was conducted. The purpose of the study was to evaluate assessment of student learning in CEBS such that existing performance gaps could be identified. Administrators and faculty members’ perceptions toward assessment of student learning was explored and analysis of the data indicated ways of improving the assessment process at CEBS. |
| **Michelle Low**, Assistant Professor, Modern Languages  
**Adam Fong**, Assistant Professor, History | **Mapping Student Learning Outcomes For Asian Studies**  
This poster session presents the Student Learning Outcomes for the new Asian Studies major in an easy to read matrix. Co-Presenters Michelle Low and Adam Fong will discuss how they identified the student learning outcomes and designed a program of study that addresses each learning outcome at each level of a student’s progress through successful completion of their capstone projects and graduation. |
| **Sam Penn**, Manager, Technical Support Center | **Information Management & Technology Student Service Assessment**  
The assessment originally conducted in Fall 2009 evaluated and allowed Information Management & Technology (IM&T) to identify the usability, accessibility and availability of services and support provided to UNC students. A survey, the Information Technology Service and Support (ITSS), was created and used to collect feedback and evaluation. The results enabled IM&T to strategically plan for the continued success and improvement of these offerings. |
| **Ty-Ray Thompson**, Director, Marcus Garvey Cultural Center | **Program Review Best Practice: Having Students at the Table**  
As a department which serves students, it only makes sense to hear directly from invested students (within our department) about who or where they believe we are, what we need to do to improve, and what resources we need to make those improvements. Including students in the program review process gives them both leadership and professional experience that could be meaningful to their college and post college experience. |
| **Anna Ursyn**, Professor, Art and Design | **Assessment Versus Critique**  
Assessment and criticism of student artwork has always been challenging. As disciplines merge, criteria for assessment and critique of student artwork depend on variables that represent each discipline as well as variables representing interaction between disciplines. This presentation examines a four-part model to facilitate assessment and critique based on audience, outcome, environment, and usability. |