### 2014 UNC Assessment Fair Abstracts

#### Oral Presentations

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<tr>
<td>Jack Barbera, Assistant Professor of Chemistry, College of Natural and Health Sciences</td>
<td><strong>Evaluating the Diagnostic of Undergraduate Chemistry Knowledge Exam</strong>&lt;br&gt;The Department of Chemistry and Biochemistry uses exam materials developed by the American Chemical Society (ACS) to evaluate student performance at a variety of levels. Results from these exams support the Department’s learning outcomes both internally and for accreditation with the ACS. At the end of their 4-year degree plan, Chemistry majors take the Diagnostic of Undergraduate Chemistry Knowledge (DUCK). This ACS exam has been administered as a low-stakes assessment to graduating Chemistry majors since 2011. This project evaluated results from 57 UNC students. Data were used to investigate item functioning and overall student performance compared to national norms.</td>
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<td>Kim Black, Director of Assessment</td>
<td><strong>Assessment Leadership Institute Information Session</strong>&lt;br&gt;The Assessment Leadership Institute (ALI) is a faculty-development program aimed at strengthening program-level assessment of student learning. Through monthly workshops and applied learning opportunities, participating departments receive guided instruction on developing or improving their assessment practices, along with a $2500 grant to support their activities. The Office of Assessment will be accepting applications this spring for the 2014/2015 ALI, the third and final year of the program. Come learn more to decide if the ALI is right for your department.</td>
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<td>Heng-Yu Ku, Professor of Teacher Education and Faculty Assessment Fellow, College of Education and Behavioral Sciences</td>
<td><strong>Building a Better IEP Placement and Exit Exam</strong>&lt;br&gt;The Intensive English Program is designing two separate assessment tools. The first is an assessment that will be used as both an entrance and exit exam in order to provide a consistent way to measure change in our students’ English skills and to gain a better understanding of how students move through the program. In addition to the placement and exit exam, we are creating the second tool, a flexible rubric used in each of the language domains to standardize the assessment practices within our individual classes. Throughout this presentation, we will report on the status of our assessment designs.</td>
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<td>Evgeniya (Jane) Borisova, Intensive English Program Instructor, Center for International Education&lt;br&gt;Heidi Holycross-Lui, Intensive English Program Instructor, Center for International Education&lt;br&gt;Maureen Ulevich, Director, Center for International Education&lt;br&gt;Elaine Steneck, Intensive English Program Coordinator, Center for International Education</td>
<td><strong>2013 Assessment Mini-Grant Recipients</strong></td>
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<td>William Cuthbertson, Instruction Librarian and Assistant Professor, University Libraries&lt;br&gt;Andrea Falcone, Head of Instructional Services and Assistant Professor, University Libraries</td>
<td><strong>2013/2014 Assessment Leadership Institute Participants</strong></td>
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<td>Kathleen Dunemn, Associate Professor of Nursing, College of Natural and Health Sciences</td>
<td><strong>Student Perceptions of Active Learning</strong>&lt;br&gt;The goal of this project was to learn more about student preferences for how research skills and concepts are taught, how students perceive and respond to active-learning techniques designed to teach those concepts, how students perform against student learning outcomes benchmarks, and, after participation, whether these activities are perceived to offer benefit to later coursework, regardless of initial perceptions.</td>
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<td>Kathleen Dunemn, Associate Professor of Nursing, College of Natural and Health Sciences</td>
<td><strong>Design of a Program-Level Assessment Plan for a New Master’s of Science in Nursing Program</strong>&lt;br&gt;A Program Assessment Plan did not exist for a new UNC Master’s of Science in Nursing Program. The goals of this project were: to design a comprehensive assessment plan that included the development of course- and program-level assessment methods; field and test the methods; and to analyze and use the initial assessment results as formative information to further develop and improve the program. This presentation will discuss the new comprehensive assessment plan, assessment methods developed and fielded as a part of this project and introduce the use of the LiveText ePortfolio platform for student competency assessment and formative program evaluation.</td>
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| Thomas Dunn, Associate Professor of Psychology, College of Education and Behavioral Sciences  
Marilyn Welsh, Professor of Psychology, College of Education and Behavioral Sciences  
Mark Alcorn, Director, School of Psychological Sciences, College of Education and Behavioral Sciences  
*2012/2013 Assessment Leadership Institute Participants* |
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| **Transition From Pencil and Paper to the Web: End of Year Senior Surveys**  
Annually, the School of Psychological Sciences solicits feedback from our seniors. Since its inception, this has been done with professors handing out the instrument during class. Last year we transitioned to a web-based survey and increased our response rate four-fold. This presentation will discuss the pros and cons of web based assessment and one department’s experience. |
| Coni Francis, Assistant Professor of Nutrition and Dietetics, College of Natural and Health Sciences  
*2013 Assessment Mini-Grant Recipient* |
| **The Effect of Proctoring on the Outcome of Online Exam**  
The purpose of this project was to pilot an online proctoring service for the program assessment exam in the Distance Dietetic Program. Three groups of exam takers were compared: on-campus students using the Testing Center, distance students taking the exam without a proctor with a set timer and instructions not to use outside materials, and distance students using an online proctoring service. Exam scores, grade point averages, and student outcomes were compared to determine the effect of proctoring on exam results. Whether online proctoring is of benefit for this use and for other distance-based programs and classes will be discussed. |
| Julie Hanks, Associate Professor of Audiology and Speech-Language Sciences, College of Natural and Health Sciences  
Tina Stoody, Associate Professor of Audiology and Speech-Language Sciences, College of Natural and Health Sciences  
Kim Murza, Assistant Professor of Audiology and Speech-Language Sciences, College of Natural and Health Sciences  
*2013 Assessment Mini-Grant Recipients*  
*2013/2014 Assessment Leadership Institute Participants* |
| **Assessing the Effectiveness of the Audiology & Speech-Language Sciences Undergraduate Program Curriculum**  
ASLS is considered a pre-professional degree. Students typically prepare for graduate education and subsequent careers in audiology or speech-language pathology. Some students will enter related fields such as special education, deaf education, gerontology, or rehabilitation counseling. The purpose of this presentation is to share preliminary results of a comprehensive review of the undergraduate ASLS program. The review involved various sources of information including curriculum mapping, faculty interviews and student focus groups. Participants included current graduate students, alumni, and faculty both inside and outside the discipline. Information gleaned will help us to make recommendations related to preparation of undergraduate ASLS majors. |
| Julie Hanks, Associate Professor of Audiology and Speech-Language Sciences, College of Natural and Health Sciences  
Tina Stoody, Associate Professor of Audiology and Speech-Language Sciences, College of Natural and Health Sciences  
Kim Murza, Assistant Professor of Audiology and Speech-Language Sciences, College of Natural and Health Sciences  
*2013 Assessment Mini-Grant Recipients*  
*2013/2014 Assessment Leadership Institute Participants* |
| **Aligning Competency Benchmarks to Professional Accreditation Standards**  
This presentation will outline the Counseling Psychology (CP) program’s attempt to align American Psychological Association (APA) accreditation standards with professional competency benchmarks and program goals and objectives. The development of competency standards in professional psychology is relatively recent, and while the APA has embraced competency based assessment, it has yet to incorporate competency benchmarks into its accreditation standards. This presentation will describe how we utilized assessment methods to meet accreditation standards, incorporate competency benchmarks in order to inform curriculum and program changes. |
| Richard Jurin, Assistant Professor and Coordinator, Environmental and Sustainability Studies, University College  
*2012/2013 Assessment Leadership Institute Participant* |
| **Using Student Majors within Your Program Assessment**  
It is beneficial to include upper level student majors in your program assessment. They come with fresh eyes and have experienced most of the coursework and program to understand what they perceive the program is about versus what the faculty expects it to be. The Environmental and Sustainability Studies (ENST) program used student feedback to develop an initial mission statement and set of learning outcomes that made sense to them and was “parent comprehensible.” This allowed the ENST faculty to rethink their assumptions about the language used to describe their work. |
| Richard Jurin, Assistant Professor and Coordinator, Environmental and Sustainability Studies, University College  
*2012/2013 Assessment Leadership Institute Participant* |
### Assessing Education Outcomes in the Biological Sciences

The School of Biological Sciences has embarked upon an assessment of our undergraduate program. Our broad intentions include (1) defining program level goals for student learning; (2) identifying clear educational objectives for each goal; and (3) confirming that core courses within the curriculum provide opportunities for the demonstration and assessment of each learning objective. To date, the faculty has identified eight goals which they believe should be exhibited by students graduating with a B.S. in Biological Sciences and developed specific assessable objectives for each goal. We are currently developing a course alignment matrix for core courses within the curriculum.

Mark Montemayor, Associate Professor and Area Head of Music Education, College of Performing and Visual Arts
Jason Byrnes, Associate Professor of Music, Assessment Fellow, College of Performing and Visual Arts
Nancy Glen, Assistant Professor of Music, College of Performing and Visual Arts

2012/2013 Assessment Leadership Institute Participants

### Predicting Perceived Success in Music Teaching through Extant Academic Data

The current project is an effort by the UNC music education faculty to attempt to retrospectively predict the success and suitability of recent graduates for professional careers in music teaching through the analysis of previously extant data. Information examined include high school class rank, high school GPA, SAT or ACT scores, grade point averages for music theory classes taken at UNC, music history GPA, music education GPA, applied music study GPA, and student teaching evaluations. These data points are all being compared to faculty evaluations of these graduates via multiple regression procedures. Implications for our program admission policies are discussed.

Dawit Senbet, Associate Professor of Economics, College of Humanities and Social Sciences
Rhonda Corman, Assistant Professor of Economics, College of Humanities and Social Sciences
Chris Marston, Associate Professor of Economics and Social Science, Assessment Fellow, College of Humanities and Social Sciences

2012/2013 Assessment Leadership Institute Participants

### What Assessment Plan? How the Economics Department’s Developed a Plan

The Assessment Leadership Institute (ALI) assessment team from the Economics department will share their story of how they went from sporadic assessment activities to the development of a much more comprehensive plan over the course of the past 18 months. They will present the accomplishments and challenges that they encountered on their ALI journey where they had access to professional development training for each of the key steps necessary for creating and implementing a manageable assessment plan.

Anna Ursyn, Professor of Visual Arts, College of Performing and Visual Arts

2013 Assessment Mini-Grant Recipient

### Interactive Assessment of Electronic Visuals

Nowadays, electronic visuals are the means of visual communication and became present in everyday life. The goal of this project is to look at the ways we respond to electronic visuals, to offer a model for assessment of new media graphics, and to support the analysis, planning, and methods of assessment. Analysis and evaluation of works created by professional artists and students within the Computer Graphics program were conducted. This project engaged faculty members and students in working on a new model for assessment and played an important part in assessment improvement of digitally created visuals in academic environment.

*Poster presentation abstracts begin on the next page.*
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| **The Gender Gap in College Physics**
Wendy Adams, Associate Professor of Physics and Astronomy, College of Natural and Health Sciences
Connor Jordan, Student, Physics and Astronomy, College of Natural and Health Sciences

Multiple studies at a range of universities in the US and internationally have shown that females score, on average, 13% lower at the beginning of the course than their male counterparts on physics concept inventories. Very few courses have had success reducing this gap which typically increases after a semester of college physics. Here at UNC we have had success reducing the gender gap in an interactive course that is highly structured with lots of feedback. One unique aspect of the course is our equivalent peer groups, which are matched by GPA and gender, and which work together in class and during recitation/lab.

**Development and Implementation of an Assessment of Students’ Abilities to Transfer Knowledge of Organic Chemistry to Biochemistry**
Corina E. Brown, Department of Chemistry and Biochemistry, College of Natural and Health Sciences
Richard Hyslop, Professor of Chemistry and Biochemistry, College of Natural and Health Sciences

2013 Assessment Mini-Grant Recipients

A prerequisite course is prescribed with the assumption that it will improve the performance of the students in the course that required the prerequisite. Organic chemistry is a prerequisite for biochemistry. Students in Principles of Biochemistry (a one-semester survey course for dietetics/nutrition and some biology majors) and General Biochemistry (a two-semester comprehensive course for biochemistry, chemistry, and some biology majors) are presented with several tasks pertinent to organic chemistry and their equivalent in biochemistry. The research involved the development of the survey, the statistical analysis of students’ ability to transfer knowledge between the two types of chemistry courses, discussion, and implications of the results.

**Creating a Program Level Assessment Plan**
Joan Clinefelter, Professor and Chair of History, College of Humanities and Social Sciences
Aaron Haberman, Assistant Professor of History, College of Humanities and Social Sciences

2012/2013 Assessment Leadership Institute Participants

The History department has used the five year program review as an impetus to restructure its assessment program. This poster presentation will display the program assessment tools that the history department has developed, which include the program student learning outcomes, the rubric for the capstone research project, the program success indicators, and exit interview questions. The poster will also display the feedback loop under which the data taken from these assessment tools will be used to inform program level changes.

**Graduate Students’ Experiences and Perceptions of Professional Development Activities**
Aubreena DeForest, Graduate Student Engagement and International Admissions, Graduate School
Sonja Rizzolo, Admissions/Research Analyst, Graduate School
Daniel DeCino, Graduate Student
Molly Strear, Graduate Student
Suzanne V. Landram, Graduate Student

2013 Assessment Mini-Grant Recipients

The purpose of this study was to gain a richer understanding of graduate students’ experiences and their perceptions with professional development workshops. We were interested in graduate student’s overall experiences, their motivation to attend professional development activities, the barriers that prevented them from attending, and other activities they may be interested in. Focus group and survey data were included in the analyses. Results of the study will inform program development and refinement, which will improve the professional opportunities for current students and will in turn enrich graduate student’s involvement with the institution and program.

**Developing Student-Centered Learning Goals through a Design Experiment**
Youb Kim, Associate Professor of Reading, College of Education and Behavioral Sciences
James Erekson, Associate Professor and Program Coordinator of Reading, College of Education and Behavioral Sciences

2012/2013 Assessment Leadership Institute Participants

This presentation focuses on the importance of student-centered learning goals in improving teacher education. Presenters will share results from a design experiment in an assessment course in Reading Master's program and discuss its implications for connecting K-12 student learning outcomes and teacher ownership of quality literacy teaching and reconceptualizing teacher assessment.
| Kyle Nelson, Assistant Professor of Sociology, College of Humanities and Social Sciences |
| Josh Packard, Assistant Professor of Sociology, College of Humanities and Social Sciences |
| Angela Henderson, Associate Professor and Chair of Sociology, College of Humanities and Social Sciences |
| Parker Cotton, Graduate Student, Sociology |
| Quentin Myers, UNC Student |

### Assessing the Sociological Perspective: An Assessment of Core Knowledge Using Recursive Writing

The mission of UNC Sociology is to empower students with skills to understand and evaluate our society. In Fall 2013, we administered a recursive writing assignment in our introductory course, SOC 100. At the beginning and end of the semester, students responded to the prompt “Do you agree or disagree with this statement: Anyone in America can get ahead.”

Findings indicate that students’ ability to utilize a sociological perspective is enhanced in SOC 100 as 70% of students agreed with the prompt at time 1, and only 44% of students agreed at time 2. These results are statistically significant (N=173, p<.001).

| Angela Vaughan, Director of First Year Curriculum and Instruction, Academic Support and Advising, University College |
| Kyle Lucas, Doctoral Student, Counselor Education and Supervision |
| Trent Lalonde, Assistant Professor, Applied Statistics and Research Methods, College of Education and Behavioral Sciences |

### An Evolving First Year Seminar Course: Student Perspectives and Achievement

First Year Seminar courses at UNC have evolved over the past four years. Beginning as a 1-credit FYE course, the seminar is now a 3-credit LAC elective course with a rigorous academic focus. Therefore, the purpose of this mixed-methods study was to collect student perspectives based on their participation in the different program types (QUAL) and compare their achievement in terms of first-semester GPA and persistence to the spring semester (QUAN). This study is ongoing and during this fair, initial focus group information will be shared as well as student achievement outcomes.

| Evelyn Wisbey, Assistant Professor of German, College of Humanities and Social Sciences |
| Christine Moritz, Assistant Professor of French, College of Humanities and Social Sciences |

### Study Abroad and Student Learning Outcome Assessment: Challenges and Opportunities

Through participation in the Assessment Leadership Institute, the Department of Modern Languages has recently developed and implemented a comprehensive assessment plan for the French and German programs. Because we are a language department and studying abroad is an integral component of our programs, we face unique program assessment challenges due to the wide range of courses students take abroad, which may or may not be transferable, as well as varying levels of linguistic improvement while abroad. We will present our assessment plan and discuss ways we intend to face these unique challenges and opportunities.

The 2014 Assessment Fair was sponsored by the University Assessment Council.