| Program

Start	End	Event	Location
8:15	9:00	**Registration and Coffee**	**Concourse**
		Music by Flute Ensemble	**Main Ballroom**
9:00	9:15	**Welcome and Conference Overview**	**Main Ballroom**
9:30	10:15	**Break-out Sessions** (see pages 4-5 for descriptions)	
		• **An Introduction to ExamSoft: An all-in-one embedded assessment and learning outcomes tracking platform**	**Main Ballroom**
		• **Experiential Learning Assessment through Student Portfolio Reflections**	**Ballroom S**
		• **Formative Assessment in a Learning Environment**	**Cottonwood Room**
		• **Using Dynamic Assessment in the Classroom**	**West Ballroom**
		• **Using the CLEI to Help Students and Improve Skills for Success in College**	**Ballroom K**
10:15	10:30	**Morning Break – Visit Exhibitors**	**Concourse**
		Exhibitors	
		• ExamSoft	
		• Turning Technologies	
		• Canvas Walk-up Help	
		• K-State Teaching and Learning Center	
		• K-State Libraries	
		• K-State First	
		• K-State Global Campus	
10:30	11:15	**Break-out Sessions** (see pages 6-7 for descriptions)	
		• **Adventure West Virginia Assessment**	**Ballroom K**
		• **Apples to Oranges to Elephants: Comparing the Incomparable**	**Cottonwood Room**
		• **Assessing Civic Learning from a Solution-Creation Perspective: Design Thinking for Evaluating Civic Leadership Development in Online and Virtual Spaces**	**West Ballroom**
		• **Documenting Student Learning Through Electronic Portfolios**	**Ballroom S**

Start	End	Event	Location
11:15	11:30	**Pick-up Lunch (pre-registration required)**	**Main Ballroom**
11:30	12:30	**Keynote** (see page 3 for description)	**Main Ballroom**
		Authentic Assessment of Online Learning Melissa Mallon, Wichita State University Megan Mallon, Manhattan Public Schools	
12:30	12:45	**Afternoon Break - Visit Exhibits**	**Concourse**
12:45	1:30	**Break-out Sessions** (see pages 8-9 for descriptions)	
		• **Assessing Students through Student Response Systems**	**Main Ballroom**
		• **Retrospective Surveys to Assess Indirect Outcomes of Student Learning**	**West Ballroom**
		• **Senior Portfolio: Learning Assessment and Continual Program Improvement**	**Ballroom S**
		• **Understanding Skeletal Alignment through Video Assessment**	**Ballroom K**
1:30	1:45	**Afternoon Break – Visit Exhibits**	**Concourse**
1:45	2:30	**Hands-On Workshop** (see page 3 for description)	**Main Ballroom**
		Reinvigorate Your Assessment: Creating Authentic Learning Experiences in the Classroom	
2:30		**Thank you for attending and have safe travels home.**	

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Keynote
Authentic Assessment of Online Learning
11:30-12:30 | Main Ballroom

Are you tired of grading boring online discussion posts where students all respond to the material in the same way? Are your students craving meaningful lessons that are worthwhile and relevant? The keynote session will cover authentic learning activities to engage and challenge students online in a variety of disciplines. We'll provide practical uses of social media and other educational technologies that require students to demonstrate learning while reducing the grading burden.

Hands-on Workshop
Reinvigorate Your Assessment—Creating Authentic Learning Experiences in the Classroom
1:45-2:30 | Main Ballroom

Stick around after the keynote session to get hands-on experience using the tools and techniques highlighted during the presentation. We'll discuss techniques for revising existing assignments or creating new authentic activities that you can use in face-to-face or online classes. You'll receive tools for choosing the best technology for your activity and have a chance to begin creating an assessment plan. Please bring a laptop and an idea of a course assignment or project you'd like to reinvigorate or create.

Keynote Speakers and Workshop Facilitators

Melissa Mallon is an Assistant Professor and Coordinator of Library Instruction for Wichita State University Libraries. She leads the Libraries in integrating research and critical thinking skills into the university curriculum and in assessing student learning. She also serves as liaison librarian for the Barton School of Business, the Department of English, and the Elliott School of Communication. Melissa's research interests include online learning, instructional design, and creative use of emerging technologies and social media in education.

Megan Mallon is a public school teacher in Manhattan, KS. She is a lifelong learner who is passionate about educational technology. As a lead technology teacher, Megan assists and trains building and district colleagues in integrating technology throughout the curriculum. Megan supervises pre-service teachers that are completing their practicums through Kansas State University's College of Education.

An Introduction to ExamSoft: An all-in-one embedded assessment and learning outcomes tracking platform
ExamSoft Representatives
Classroom and Program Assessment | **Main Ballroom**

In this presentation, participants will hear case studies about ExamSoft users regarding their experience with the suite and how it has helped impact student learning outcomes, assisted in curriculum mapping and course development, and more. Participants will also be shown ExamSoft's end-to-end assessment suite, Assessment Intelligence. The suite includes cloud-based item banking and tagging tools; exam blueprinting and creation; secure delivery methods via Windows, Mac, Surface Pro, and iPad (in addition to Scantron®); rubrics creation and delivery; scoring; and robust reporting features, including longitudinal reporting; among others.

Experiential Learning Assessment through Student Portfolio Reflections
Sarah Riforgiate - Kansas State University
Classroom Assessment Techniques | **Ballroom S**

Portfolio assignments provide one vehicle for students to organize what they have learned, analyze how their past classes and experiences connect with the current course, and articulate what they have gained from the experience. By employing portfolio assignments in both the Communication Internship program (COMM 575) and the Communication and Leadership (COMM 535) courses, students take the time to make meaning out of their experiences and the content they have learned. Portfolio components include direct application of class concepts, reflection on learning, and providing advice for themselves and others based on these experiences. I will share assignment parameters, grading rubrics, and samples of student work to show how a cumulative reflective assignment impacts students' self-assessment and provides a meaningful project they can refer to as they continue to grow.

Formative Assessment in a Learning Environment
Dr. Royce Ann Collins - Kansas State University
Classroom Assessment Techniques | **Cottonwood Room**
This presentation will focus on the use of formative assessment techniques to improve student learning and to provide instructors with information to improve classroom focus and curricular change. Students thrive on feedback to fuel their learning and many formative assessment techniques provide such feedback short of graded instruments. Similarly, students operate well in an environment where they have a say in their learning process, so the use of formative assessment techniques that allow them to provide feedback to the instructor is also beneficial to their learning. Data from years of gathering formative assessments in face-to-face and online courses will be shown. Highlighting classroom experience examples, the use of the Critical Incident Questionnaire will be detailed to spotlight the benefits to instructors and students of the technique. Additionally, various classroom assessment techniques will be detailed that are useful in measuring student mastery of classroom material during a course. Utilizing these methods in a formative manner allows faculty to adjust and improve the course as it is ongoing, providing a more complete learning environment for students.

Using Dynamic Assessment in the Classroom
Janice McGregor- Kansas State University
Classroom Assessment Techniques | **West Ballroom**

Traditional classroom assessments tend to evaluate a student's current abilities in a particular area as performed with little or no assistance. Russian psychologist L.S. Vygotsky, however, studied the development of children's mental abilities and found that a child's independent accomplishments only represent a small piece of what s/he can achieve with some assistance, or mediation (Lantolf & Poehner, 2004). According to Vygotsky, what a person can do independently exemplifies a view of their past development, but not what they are able to achieve (now and in the future) through mediation. Dynamic assessment (DA) allows us to integrate both assessment (the understanding of a person's current abilities) and instruction (teacher mediation that helps a person develop their abilities further) into one unified activity. From a DA perspective, good instruction involves assessment, and good assessment involves instruction. For this reason, I propose the use of dynamic assessments in the classroom and provide examples of the role of expert mediation in interactions that took place in a study abroad setting. I will finish with a discussion of the possibilities and limitations of using DA in classroom settings.

Using the CLEI to Help Students and Improve Skills for Success in College
Dorinda Lambert, Ph.D.- Kansas State University
First-Year Student Success | **Ballroom K**

Research using the College Learning Effectiveness Inventory (CLEI), an instrument developed at the K-State Counseling Service (CS) and used at several universities across the country, has shown that here are six key predictors of success for college freshman. This presentation will introduce you to the CLEI and how it can help students measure and address their strengths and weaknesses in those areas in order to improve their, success and retention in college. DR. Lambert, the Director at CS, will present an overview and discuss how this instrument can be useful to students and advisors.

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Adventure West Virginia Assessment
Vicky Morris Dueer and Jessica Michael - West Virginia University
Co-curricular Program Assessment | **Ballroom K**

West Virginia University wanted an assessment performed on the Adventure West Virginia (AWV) outdoor orientation program to discover if the program made in difference in retention and graduation rates. The resulting research is unique in how Adventure programs have been assessed in the past since quantitative data is used in lieu of simple survey results (qualitative). To assess the program, the West Virginia University Office of Institutional Research examined cohorts of first-time freshmen in AWV and compared those students to students that were non-participants. Analyses focused on two main research questions. Does participation in Adventure West Virginia increase the likelihood of year one retention and secondly, does participation in Adventure West Virginia course increase the likelihood of graduation within a six-year period? In this presentation, we will show the construction of the research design as well as the analysis and the conclusion. Current discussions by university administrators about AWV are utilizing the resulting research analysis and conclusions from this report.

Apples to Oranges to Elephants: Comparing the Incomparable
Dr. Sheri Barrett, Director, Office of Outcomes Assessment; Mary McMullen-Light; Research Coordinator - Johnson County Community College
Community College Assessment | **Cottonwood Room**

"Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted." Albert Einstein
 A significant challenge facing institutions concerns assessment practices that have the dual purpose of engaging faculty in meaningful assessment work while addressing ever increasing accountability requirements. Key elements of effective assessment are that it is manageable, meaningful, and measurable.   However, these elements don't necessarily lend themselves to assessment reporting in a way that can be aggregated to respond to external agencies and requests. How do institutions address accountability calls while still engaging in assessment practices that yield robust and authentic assessment efforts and create a true culture of assessment? Johnson County Community College participated in a year-long project that invited faculty to contribute to the development of assessment practices that would benefit students and the institution and accommodate the need for aggregated reporting. We will describe in detail the process of how assessment gained traction quickly through timely task force efforts and faculty professional development experiences.

Assessing Civic Learning from a Solution-Creation Perspective: Design Thinking for Evaluating Civic Leadership Development in Online and Virtual Spaces
Brandon W. Kliewer – Kansas State University
Assessing Online Courses | **West Ballroom**

The Civic-Minded Graduate (CMG) conceptual framework measures domains of civic knowledge, civic skills, civic dispositions, and civic behavioral intentions. The CMG model has been demonstrated to accurately evaluate civic learning generated during the undergraduate experience. This 45-minute interactive session will be designed to consider assessment and evaluation strategies for civic learning that extends from online and virtual platforms. The focus of the session will be on rethinking civic learning outcomes from a solution-creation perspective. The first 15-minutes of the session will be devoted to highlighting the CMG model and illuminating ways the model might need to be adjusted for interdisciplinary certificates and minor programs extending from online learning platforms. The next 20 minutes of the session will be devoted to a structured exercise intended to consider the assessment of civic learning from a solution-creation perspective. The session will conclude with opportunities for participants to reflect on their learning and share their perspectives on larger implications of the session.

Documenting Student Learning Through Electronic Portfolios
Phillip Payne - Kansas State University
Program Assessment | **Ballroom S**

This session provides authentic examples of using electronic portfolios across an entire program's curriculum as formative as well as summative assessment of student achievement. Issues of validity, reliability, and feasibility will be discussed.

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Assessing Students through Student Response Systems
Jill Stanley – Turning Technologies
Classroom Assessment Techniques | **Main Ballroom**

We will discuss how student response systems can be used to instantly assess students understanding of classroom content as well as to assess individual students understanding on particular topics or subjects before it becomes too late. The information that our software provides allows you to work closely with each individual student before they have taken a test to assess their needs or areas of concern. As well as in class assessments our software can be used to take formal assessments or tests, which allows you to collect student data immediately and get that back to the students, quicker and more efficiently. This in turn gives students more time to prepare and study for future exams. In addition, we also discuss how clickers can be used for student engagement purposes as well as best pedagogical practices for incorporating clickers in your classroom for the first time.

Retrospective Surveys to Assess Indirect Outcomes of Student Learning
Terrie McCants and Briana Nelson Goff – Kansas State University
Program Assessment | **West Ballroom**

The use of a Retrospective Survey to assess student learning outcomes has been used in the Conflict Resolution and Conflict Analysis and Trauma Studies programs for several years, providing the program with a targeted method for obtaining indirect student learning outcome data. Students are asked to rate their abilities in the 5 Student Learning Outcome areas on a 5 point Likert Scale. Students are provided the following directions:

- Retrospective Pre-Test: For this first set of questions, please think about your SKILL LEVEL in each of the following areas PRIOR TO taking any of the CATS Minor Coursework.
- Post-Test: For this set of questions, please think about your CURRENT SKILL LEVEL in each of the following areas as a result of this course AND other CATS Minor Coursework.

The 5 point Likert scale is:

1 - Very low skill level
2 - Low skill level
3 - Neutral, neither high nor low--somewhere in the middle
4 - High skill level
5 - Very high skill level

The modifications made and data received to this assessment method will be described, as well as the impact on program outcomes.

Senior Portfolio: Learning Assessment and Continual Program Improvement
David E. Thompson, Ph.D., Karen Roberts, Ed.D., Mindy Markham, Ph.D., and Beth Steuwe, M.S. – Kansas State University
Program Assessment | **Ballroom S**

This session will provide a reflective look at how the implementation of a senior portfolio five years ago impacted a large undergraduate major. Discussion will include initial and on-going challenges, as well as highlighting the increasingly realized variety of benefits for the students. Primary focus will be upon the continual program improvement that has resulted from this direct assessment of learning. Results include reshaping SLO's, creating a new course, and involving most of the teaching faculty in the assessment and improvement process. The presentation will conclude with practical suggestions for those considering new means of undergraduate assessment, as well as possible glimpses for the future of portfolios and assessment in this program.

Understanding Skeletal Alignment through Video Assessment
Laura Donnelly -Kansas State University
Classroom Assessment Techniques | **Ballroom K**

Proper skeletal alignment is essential to good health and efficient functioning of the human body and mind. Developed in the dance studio, this assessment can be used by anyone who wants to help students become aware of and understand the effects of how they are using their bodies. Performing arts are a prime area in which this assessment is useful but also athletics, people who lift and carry objects, and people whose work is mostly sedentary can benefit from improved postural alignment.