

ASSESSMENT

Showcase

Featuring **best practices in assessment** at K-State

Wednesday, November 2, 2011 • 9:15 a.m.-3:00 • K-State Student Union (2nd floor)

9:15 Welcome and Opening

9:30 Breakout Sessions

- * Multiple Measures: K-State First and the Assessment of First-Year Programs
- * Assessment as Instruction
- * An Alternate Lens for Writing Assessment
- * Demonstration of PRISM, the new online assessment reporting system

10:30 Breakout Sessions

- * Levels of Proficiency in Assessment
- * Using a retreat to focus assessment efforts
- * Assessing online
- * Assessing Library Service, Resources and Environment

11:30 Keynote Speaker and Luncheon

Dr. Loraine H. Phillips

Director of the Office of Institutional Assessment

Texas A&M University

1:00 Assessment Workshop

- * Course Embedded Assessment

2:30 Closing and Award Presentations

Dr. April Mason, Provost and Senior Vice President

Questions? Call the Office of Assessment at 532-5712



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Assessment Showcase: November 2, 2011

K-State Student Union

9:15 **Welcome and Opening** Flint Hills Room

9:30 **Breakout Sessions**

- **Demonstration of PRISM, the new online assessment reporting system:** Dr. Frederick Burrack, director of the Office of Assessment. Room 205
A new online reporting mechanism is currently being piloted for broader implementation in the coming year. See how the online system can work for you and simplify the annual reporting process.
- **Using Multiple measures for assessment of student learning:** K-State First and the Assessment of First-Year Programs: Gregory Eiselein, Don Saucier, and Sue Williams (on behalf of the K-State First Research and Assessment Committee) Room 206
This session will describe the assessment program for K-State First, Kansas State University's first-year experience. Designed to help students with the transition to college-level learning and college life, K-State First incorporates four different programs: first-year seminars (FYS), learning communities, a common reading program, and a mentoring program. This presentation will begin with an overview of our assessment plan, its multiple measures, and our results so far, including improvements in retention and student engagement. The session will focus on two specific assessment efforts: a series of interviews with students who had completed a FYS class, and an instructor's approach to constructing and assessing the learning objectives including discussion of specific assignments and evidence of student achievement. In conclusion, the session will illustrate a few of the ways that assessment efforts have led to changes in the program and assessment process. A lively group discussion is planned focusing on transferability of assessment ideas and efforts from first-year programs to other units and departments.
- **Assessment as Instruction:** Shawna Jordan, Athletic Training - Human Nutrition; Kevin Roberts, Hospitality Management and Dietetics; Karen Myers-Bowman, Family Studies and Human Services; David Thompson, Family Studies and Human Services Room 207
This session features innovative ways to integrate assessment as a part of instruction in professional courses. The panel of presenters will each share a specific strategy that enhances instruction and learning as it provides important data that supports assessment of student learning outcomes. The presentation will feature use of portfolios as a summative assessment measure as well as rubrics that are integral to effective assessment and longitudinal data analysis.

- **An Alternate Lens for Writing Assessment:** Dr. Patricia E. Ackerman Associate Professor of Language Arts. Academic Department: Arts, Sciences, & Business. Room 209

During Fall 2011 K-State Salina English faculty are piloting a planned three year assessment program designed to measure the effectiveness of the campus writing program. Concurrently, the study will examine whether or not teaching students to incorporate Kincaid Readability Analysis into their writing process can affect college level writing abilities. Data is being collected through pre/post student perception surveys, pre/post essays, common grading rubrics, and Flesch-Kincaid Readability Analysis. Data from both direct and indirect measures will be entered into a database designed collaboratively with CMST faculty, providing a foundation from which to assess how effectively existing curriculum may or may not accomplish identified student learning outcomes. Individual faculty will examine course data to assess the degree to which students in courses they teach do or do not improve their college level writing abilities from the beginning to the end of each writing course. For program assessment, students who begin and end degree programs at K-State Salina will be tracked from the first writing course they enroll in through the last writing course they complete before graduation. Measuring consistency across courses is an important consideration for both AABI and ABET accreditation.

10:30 Breakout Sessions

- **Assessing Library Service, Resources and Environment:** Wendy Begay, Service Quality Librarian, K-State Libraries. Room 205
This session will provide a summary and overview of the Spring 2011 LibQual Survey. LibQual is a national assessment instrument which assesses 3 library areas: services, resources and environment. This presentation will present the overall survey results, as well as by user groups and a summary of the qualitative results. Also included will be the progress made from the previous LibQual Survey conducted in 2007 on the 3 dimensions and comparison to peer institutions. An outline the Library's plan to address services, products and environment based on the survey results will conclude the session.
- **Levels of Proficiency in Assessment:** John Grable, Personal Financial Planning, Family Studies and Human Services; Kristy Archuletta, Personal Financial Planning, Family Studies and Human Services Room 206
This session features assessment measures and rubrics that support analysis of levels of proficiency. Establishing proficiency levels provides in-depth insights into competencies (learning outcomes) achieved by students and documents areas for improvement. The nominated presenters will show how accreditation and credentialing data can be integrated with student learning outcomes assessment at the graduate level. Examples of assessment strategies, rubrics and data analysis will be provided.

- **Assessing online:** Scott Finkeldei, Associate Director - Office of Mediated Education, Lynda Spire, Assistant Dean - Continuing Education; Room 207
Techniques for assessing students in an online environment will be shared to expose some of mechanisms available through K-State Online. Newly developed professional development modules to help professor to teach and assess distance courses effectively will be presented.
- **Using a retreat to focus assessment efforts:** Dixie Schierlman and Levi Esses, College Advancement. Room 209
This summer (after an initial assessment retreat), College Advancement, Student Life (Recreation, Housing, and Counseling), Student Support Services, Career and Academic Advising, Library, Marketing, Fiscal Affairs, Registrar, Financial Aid, and even the Dean's Office met bi-weekly to create unit assessment plans (being finalized and preparing for circulation through CARC). The College Advancement group will share lessons learned through internal reflection for how services impact the quality of student life and learning and the challenges associated with creating an assessment plan for a large unit.

11:30 Keynote Speaker and Luncheon Flint Hills Room

Dr. Loraine H. Phillips, Director of the Office of Institutional Assessment, Texas A&M University

Course-Embedded Assessment of Academic Programs: Benefits and Examples

The purpose of direct assessments is to document the extent to which student learning associated with a particular outcome is achieved. Assessments embedded in courses provide one of the most authentic and beneficial processes of student learning assessment available to faculty. Students' class work is valid evidence of student achievement. Faculty expectations and the alignment of those expectations with student learning outcomes make course-embedded assessment strong evidence for documenting student achievement. Using common assessment instruments strengthens a course-embedded approach for assessing academic programs. The keynote presentation will explore common instruments that faculty find most useful. The afternoon workshop will involve all participants in developing valid and reliable assessments useful in course instruction.

1:00 Assessment Workshop: Course Embedded Assessment

2:30 Closing and Award Presentations

Dr. April Mason, Provost and Senior Vice President