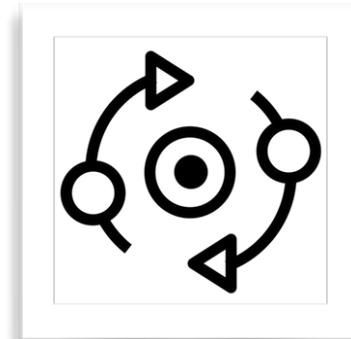


**Academic and Student Affairs Assessment Conference  
Program Assessment for Learning**

January 5, 2018  
Eberhard Conference Center  
Pew Grand Rapids Campus



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|---------------|--|
| 8:30 - 9:00   | Coffee & Registration  |
| 9:00 - 9:45   | Opening Plenary Presentation<br>Dr. Regan Gurung, Ben J. and Joyce Rosenberg Professor of Human<br>Development and Psychology, University of Wisconsin Green Bay   |
| 9:45 - 10:00  | What? So What? Now What? Introduction to GV faculty perspectives on how to assess student learning<br><u>efficiently and effectively</u><br>Dr. Jon Hasenbank, Mathematics and University Assessment Committee chair |
| 10:10 - 11:00 | Workshop Session One   |
| 11:10 - 12:00 | Workshop Session Two   |
| 12:10 - 12:30 | Closing Plenary Presentation<br>Dr. Regan Gurung, Ben J. and Joyce Rosenberg Professor of Human<br>Development and Psychology, University of Wisconsin Green Bay   |

**EC 215A How can we use assessment to look forward, not backward?**

Roger Gilles, Writing and Honors

This session, which aims to be helpful to participants with any level of experience with assessment, will begin with first principles to shift from the common backward-looking “culture of compliance” to a more forward-looking assessment of authentic inquiry. Roger will share examples from his home department, which has been practicing forward-looking assessment for many years now, and his current unit, which is making the shift toward forward-looking assessment. Participants will be encouraged to re-orient their own assessment ideas and perhaps generate new ones based on questions they genuinely have about their students, courses, and curricula.

**EC 215B How do we holistically and authentically assess student learning in the School of Social Work? Outlining our assessment model from curriculum mapping, to classroom assignment, to closing the loop.**

Scott Berlin and Salvador Lopez-Arias, School of Social Work

The GVSU School of Social Work (SSW) has recently updated its assessment focusing on Social Work Competencies, through the evaluation of dimensions (Knowledge, Values, Skills & Cognitive/Affective ability) and behaviors associated with professional practice. The SSW program also administers an assessment of our implicit curriculum through an end of program exit survey, collecting information regarding the following areas: diversity, faculty, student development, resources, and administrative/governance structure. This workshop will provide an overview and examples.

**EC 215G Can we enhance our students’ learning by closing our assessment loop?**

Sue Harrington, Kirkhof College of Nursing

The purpose of assessment is to guide us in making improvements in our student learning, in accordance with established course and program outcomes. The strategy of implementing and analyzing these improvements is called closing the loop. This workshop will give an overview of the assessment process through use of the PDCA (plan, do check, act) cycle. The interactivity aspect of this session will consist of discussing a handful of examples on how best to use assessment improvements for the enhancement of student learning.

**EC 215H What is your Theory of Action? Can course assessment deliver relevance in student learning?**

Richard Vandermolen, Educational Leadership and Counseling and Kate Harmon, Campus Recreation

In this workshop, attendees will: (1) learn an effective inquiry approach, (2) understand the role of data in continuous improvement and relevance in course assessment, and (3) hear an example of how data can support student learning and success not only at the unit level, but in support of the overall GVSU Strategic Plan.

**EC 612 How can we use GVAAssess to effectively document and track our assessment work?**

Chris Plouff, Office of the Provost and Alyse Nichols and Tonia Olisa-Nwoko, Graduate Assistants, Office of the Provost

Join us for a hands-on workshop, demonstrating how to use GVAAssess to enter information for assessment of student outcomes. If possible, bring along some aspect of your assessment plan to receive assistance and feedback for entering it into GVAAssess.

**EC 215A How can we develop a simple, meaningful, robust and sustainable assessment process?**

Sonia Dalmia, Economics and Director of Assessment, Seidman College of Business

Session Learning Objectives: (1) Develop and implement a faculty-driven Assurance of Learning (AoL) process, (2) Develop faculty participation and engagement in the AoL process, (3) Understand the role of AoL in testing and refining the curricula for continuous improvement

**EC 215B Why not ask our students? Developing a student exit survey for assessment.**

Scott Grissom, School of Computing and Information Systems

Scott Grissom will share how the School of CIS uses student surveys in an academic assessment process. When and what should you ask students about learning outcomes? Should you use Blackboard, Survey Monkey or add questions to the standard LIFT survey? How do you encourage response rates of almost 100%? How do you interpret the data as part of ongoing assessment? Bring twenty copies of your survey if you want to share and receive feedback.

**EC 215G What are the obstacles and opportunities in curriculum mapping?**

Susan Raaymakers, Physician Assistant Studies

The intent of this informal session is to have an interactive discussion about the concept and reason for undertaking curricular mapping at GVSU. Still in process in the Physician Assistant Studies program, I will share lessons, some of which were learned the hard way, of where to start, how to engage the rest of the already busy faculty, and technical challenges.

**EC 215H If you conclude that "students can't write well," what steps should a department take next?**

Lindsay Ellis, English, Writing Across the Curriculum and Lake Michigan Writing Project

This session will begin with the problem of defining "effective written communication." If you hear colleagues or employers complaining that "students can't write well," what qualities are noticeably absent or weak in students' texts? The group will examine samples of student writing and discuss a variety of rubrics that aim to name the skills of effective writers or the qualities of rhetorically effective texts. Finally, we will begin reflecting on curricula across a degree, analyzing where writing skills are being taught--or where they are not.

**EC 612 How can we use what we're already doing?**

Regina Smith and Médar Serrata, Modern Languages and Literatures

This session will describe how Modern Languages and Literatures adapted assessments already being undertaken for certification purposes as well as the focused surveys administered that are once a year to look at specific aspects of instruction and advising.