

# Third Annual NCICU Assessment Conference

May 23, 2007 | 8:30—3:30 pm

## Workshop Schedule

8:30—9:00 Registration

9:00—10:00 Welcome, Introductions, and  
Keynote Address, *Dr. Hope Williams &  
Dr. David Carter*

10:00—10:45 Introduction to SAS Enterprise Guide for  
Educators, *Julie Petlick (Extended  
Session, 10:00—11:45)*

BioTAP, a Biology Thesis Assessment  
Protocol, *Julie Reynolds*

SACS presentation,  
*David Carter*

11:00—11:45 Enhancing Student Educational  
Experiences, *Tom Coaxum*

Assessing Student Learning Outcomes in  
Student Affairs, *Stacey Davis & Sandra  
Nicks*

Using Direct Evidence of Student Learning to  
Improve Courses and Programs, *Peter Felten*

12:00—1:00 LUNCH

1:00—1:45 Introduction to SAS Enterprise Guide for  
Educators, *Julie Petlick (Extended  
Session, 1:00-2:45)*

Focus Groups Workshop, *Linda LeFauve  
(Extended Session, 1:00-2:45)*

Articulating the Strategic Plan and Organiza-  
tional Assessment: The Master Plan for In-  
stitutional Effectiveness, *Bob Davis*

2:00—2:45 Multi-Institutional Study of Leadership,  
*Angela Passarelli*

Program Assessment and Improvement,  
*Tom Coaxum and Karen Hayes*

3:00—3:30 Wrap-up / Closing Remarks

## Workshop Registration

REGISTER EARLY!  
Before May 16, \$65  
After May 16, \$75



Workshop registration includes continental  
breakfast, complete workshop materials, and  
lunch. Location will be in the **Frank Family  
Science Center**.

Prefix (Dr., Mr., Ms., etc.): \_\_\_\_\_

First Name  
(as it will appear on name badge): \_\_\_\_\_

Last Name: \_\_\_\_\_

Discipline or Administrative Area: \_\_\_\_\_

Title: \_\_\_\_\_

### CONTACT INFORMATION

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (    ) \_\_\_\_\_

E-mail: \_\_\_\_\_

Check if you would like a vegetarian lunch.

**Please send registration form and payment to:**

Frances Fontaine  
NCICU

863 Washington St.  
Raleigh, NC 27605

Phone: 919-832-5817

E-mail: [fontaine@ncicu.org](mailto:fontaine@ncicu.org)

# NCICU

## Third Annual Assessment Conference



## Quality Assessment: A Commitment to Success

Guilford College  
May 23, 2007

## KEYNOTE SPEAKER:

**Dr. David Carter**  
Vice President and Director of Training and Research  
Commission on Colleges  
Southern Association of Colleges and Schools

As a member of the professional staff of the Commission on Colleges since 1988, David is directly involved with most aspects of the Commission's peer review process. He participates in the development and implementation of the Commission's accreditation standards, policies and procedures. He oversees the training and research programs for the Commission. He also maintains and manages the Commission's Evaluator Registry which is the primary data base for selecting individuals to participate on the Commission's peer review committees. He speaks on accreditation topics at professional meetings throughout the region and country. He also conducts workshops on institutional effectiveness, assessment, quality enhancement, and learning outcomes at the Commission's Annual Meetings and presents papers on those topics at other conferences, professional associations, and other organizations.

He provides consultation and advice to institutions preparing for accreditation reviews. Additionally, he selects, trains, and accompanies teams of peer evaluators, and provides consultation and advice to the Committee on Compliance and Reports, the Commission's standing committee responsible for reviewing reports from institutions and accreditation committees

His current research projects at the Commission are focused on the general issues of learning outcomes and assessment. Three projects currently underway involve strategies for assessing the transferability of academic credit within an international context, enhancing the quality of the educational experiences for individuals in high risk situations, and enhancing the success rate for institutions in establishing compliance with the *Principles of Accreditation*.

David received his B.A. and M.A. in Speech Communication from the University of Akron, and his Ph.D. in Communication from the University of Iowa. Prior to joining the Commission staff in 1988, he held tenured faculty position in the Communication Department at the University of South Florida.

## DIRECTIONS TO GUILFORD COLLEGE



For directions to Guilford College, visit:

[http://www.guilford.edu/about\\_guilford/contact\\_directions/directions.html](http://www.guilford.edu/about_guilford/contact_directions/directions.html)

For a Guilford College campus map, visit:

[http://www.guilford.edu/about\\_guilford/contact\\_directions/map.html](http://www.guilford.edu/about_guilford/contact_directions/map.html)

## CONFERENCE ABSTRACTS:

### BioTAP, a Biology Thesis Assessment Protocol

**Presenters:** Julie Reynolds, Mellon Fellow in Writing and Biology, Duke University

**Abstract:** BioTAP is a thesis assessment protocol developed for the biology department at Duke University. This tool is designed not only to assess honors theses in biology, but also to identify and prioritize learning outcomes for thesis writers, to communicate those priorities to students and faculty, and to facilitate both formative and summative assessment. Additionally, this tool has been used to assess the effectiveness of a course developed for students who are writing honors theses.

### Focus Groups Workshop

**Presenters:** Linda LeFauve, Director of Institutional Research, Davidson College

**Abstract:** Researchers come from a variety of backgrounds but sharing vast experience with an array of quantitative techniques. Yet the kinds of questions asked do not always lend themselves to a strict dependence on statistical procedures. With the increasing emphasis on assessment in higher education, qualitative techniques such as focus groups provide one more tool for measuring impact.

This workshop will concentrate on those situations where a qualitative approach would best suit the topic and conditions of the research. Time will be spent defining those conditions and the best techniques for addressing research questions but participants will also have the opportunity to participate in various exercises themselves. We will also discuss the kinds of transcripts focus groups tend to generate and how to interpret them.

### Assessing Student Learning Outcomes in Student Affairs

**Presenter:** Stacey Davis, Director of Academic Assistance; Sandra Nicks, Director of Institutional Research, Belmont Abbey

**Abstract:** Student Affairs programs and services have long been support for the educational development of students in colleges and universities. For accreditation purposes it's important to demonstrate that these programs and services promote student learning. This presentation will assist student affairs personnel in developing and assessing student learning outcomes as related to their programs. Emphases will be placed on the development of student learning outcome statements and on appropriate indirect and direct measures to assess these outcomes.

### Multi-Institutional Study of Leadership

**Presenter:** Angela Passarelli, Director of the Center for Leadership, Elon University

**Abstract:** Institutions of higher education often state the mission of developing future leaders, but how do we know what impact college actually has on student leadership development? The Multi-Institutional Study of Leadership, sponsored by the National Clearinghouse of Leadership Programs, sought to answer this question. Results from one of more than 50 participating institutions will be compared and contrasted to national aggregate data.

### Using Direct Evidence of Student Learning to Improve Courses and Programs

**Presenter:** Peter Felten, Director of the Center for the Advancement of Teaching and Learning, Elon University

**Abstract:** This workshop will focus on practical ways to gather, analyze, and use direct evidence of student learning to improve both individual courses and general education programs. The session will help participants to develop and refine assessment methods that are appropriate in different course, program, and school contexts.

### Articulating the Strategic Plan and Organizational Assessment: The Master Plan for Institutional Effectiveness

**Presenter:** Bob Davis, Dean for Quality Enhancement Services, Cabarrus College of Health Sciences

**Abstract:** Translating a college's mission, goals, and strategic plan into a useful organizational assessment tool is challenging for institutions that do not have dedicated institutional research departments. Cabarrus College of Health Sciences has developed a matrix approach that blends elements of strategic planning with performance goals, accreditation standards, and benchmark targets into one document entitled the Master Plan for Institutional Effectiveness Evaluation (MPIEE). Implementation of the MPIEE involves faculty, staff, and administration utilizing data generated from existing data systems and surveys to provide a cost-effective method of institutional effectiveness evaluation and outcome improvement. This presentation is specific to smaller institutions; however, larger institutions may benefit from these continuous improvement activities.

### Introduction to SAS Enterprise Guide for Educators

**Presenter:** Julie Petlick, SAS Inc.

**Abstract:** Enterprise Guide is a point-and-click interface to the power of SAS software. This workshop will introduce you to Enterprise Guide and how it might be used to explore and analyze data. It will also address how to use the output to write reports and give presentations about your findings.

### Enhancing Student Educational Experiences

**Presenter:** Thomas C. Coaxum, Director of Institutional Research and Planning, Guilford College

**Abstract:** Presenter will discuss findings of 2006 National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE). Focus will be on commonalities between faculty expectations and actual results.

### Program Assessment and Improvement

**Presenters:** Thomas C. Coaxum, Director of Institutional Research and Planning; Karen Hayes, Assistant Professor of Psychology, Guilford College

**Abstract:** Presenters will discuss the process used to integrate the ACAT test for Psychology into a capstone course (Psychology 445). Discussion will also focus on findings from first two administrations.