

Closing the Loop: Using Assessment to Improve Your Program**8:00-8:30 Registration and Continental Breakfast**

Welcome and Introduction of Keynote Speaker: Gail Burd, Vice Provost for Academic Affairs

8:35-9:30 Keynote Speaker: Victor M. H. Borden, Professor of Educational Leadership and Policy Studies at Indiana University Bloomington

We wouldn't be doing assessment if "they" weren't forcing us, but what "they" are forcing us to do isn't what we should be doing to improve student learning. This dilemma describes the current context for the assessment of student learning outcomes, reflecting a paradox between the "outside in" and "inside out" perspectives common to any professional endeavor. How, within this context, can we constructively fulfill our professional responsibilities for ensuring and enhancing the quality of our programs and services? Dr. Borden will describe the paradoxes within which we operate and offer a constructive framework for fulfilling two priority professional obligations: Communicating more effectively the intended outcomes of our programs and ensuring that those outcomes are achieved (at least among students who apply appropriate levels of effort).

9:30-9:55 Mary Poulton, Department Head - Mining and Geological Engineering

Program objectives defined by the Accreditation Board for Engineering and Technology (ABET) are those skills a practicing engineer can do three to five years after graduation and outcomes are those skills a student has mastered at the time of graduation. The Department of Mining and Geological Engineering uses ABET criteria and input from faculty, students, industry and alumni to refine its program objectives and student outcomes. Dr. Poulton will present a summary of the Department's efforts to improve its programs by assessing student outcomes.

9:55-10:20 Bobbi McKean, Associate Professor - School of Theater, Film, and Television

Undergraduate programs in theatre include a BA Liberal Arts degree as well as BFA Professional degrees. Assessments for these degrees include a range of tools such as portfolios, performance reviews and auditions. This presentation provides an overview of the student outcomes, assessment tools and findings for the undergraduate degree programs. Using the findings from one selected degree program, the presentation will also present how assessment findings can be used to inform program evaluation.

Break – 10 minutes

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10:30-10:55 Doug Taren, Associate Dean for Academic Affairs and Professor -Mel and Enid Zuckerman College of Public Health

The use of computer assisted assessments for student outcomes that were part of a graduate certificate program will be provided. The assessment methods being utilized for accreditation by the College of Public Health will also be presented as an example of how a professional curriculum is assessed. The steps used to develop these processes will also be presented.

10:55-11:20 Martha Ostheimer, Project Manager - Office of the Vice Provost for Outreach & Global Initiatives

The Outreach College is currently in the process of developing an assessment model that can be used to measure student certificate program competencies – what students can demonstrate (knowledge and skills) at the completion of online graduate certificate programs. The assessment model is being developed to measure the graduate certificate program competencies, which will be dissimilar for each of the certificate programs. However, the goals of the assessment models will be shared: to measure student performance of certificate program competencies; to collect data regarding the quality of program competencies; and to use the findings to brand and market the results within and outside the university.

11:20-12:00 Q &A and Wrap up with Dr. Borden

Keynote Speaker Victor Borden:



Victor (Vic) Mark Haifleigh Borden, Ph.D. is Professor of Educational Leadership and Policy Studies at Indiana University Bloomington. He is also a senior advisor to the Vice President for University Regional Affairs, Planning, and Policy. Previously, Dr. Borden served as the Associate Vice President for University Planning, Institutional Research and Accountability at Indiana University (2005-2010), and in senior institutional research positions at Indiana University Purdue University Indianapolis (IUPUI, 1992-2005), George Mason University (1987-1992), and the University of Massachusetts at Amherst (1984-1987). Dr. Borden's general area of scholarship is on the assessment of organizational performance within higher education institutions. Within this general area, he has pursued four themes: student progress and performance; organizational performance assessment and accountability; diversity and equity within higher education; and organizational learning and development as a

framework for institutional research. Dr. Borden has published over 100 articles and book chapters, secured over \$1 million in research grants and contracts, consulted with over 20 institutions and organizations, internationally, served on more than a dozen national and regional research advisory panels, delivered over 40 workshops and seminars and delivered more than 150 keynote, peer-reviewed and invited presentations throughout the U.S. and in Europe, Africa, and Asia. Dr. Borden was awarded a Fulbright Specialist project and is an active contributor to several professional associations, most notably, the Association for Institutional Research, of which he is a Past President.

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