

NC State Assessment Conference

Wrap by: David Marion

Opening Session Speaker: Arthur Levine

- What's next? Consumer's Reports releases college assessment reports on who to choose; Students with more types of learning disabilities
- Where do students go when you do not service them fast enough? Phoenix?
- 70% of high school students now go to college
- Types of learning: passive versus active and abstract versus concrete; active and concrete should be used
- New rule: doesn't matter where a student learns the information, as long as they know it
- Too much confusion over colleges all wanting their own degrees (the multitude of the same degrees with different names)
- Spoke of a futuristic classroom where students would visit whatever the instructor covers such as a visit to Japan or touring a facility, all virtual.

F13 Faculty Members' Views on the Usefulness of Various Assessments: Implications and Reactions

By: Jeremy Penn, University of Nebraska

- Surveyed faculty on the usefulness of assessments; presented a twelve item survey ranking from student communications to employment.
- Information delivered in a handout was basically an initial study. No real conclusions other than the results of the survey as to the levels of instructor involvement.
- They did discover after 7 years that it needs to be faculty driven

F6 Using Assessment for General Education Review and as a Model for Character Development

By: Thomas Judd, United States Military Academy

Military uses Thayer Method, developed 1928

- Faculty driven atmosphere really works as they are mixed civilians and military
- Presentation handed out – assessment slide compares freshman, senior, three years after against unit commanders
- Used a grid similar to regression to compare the omission of a class's effect on the rest
- 30 class core, included 9 classes to fill in as major
- They use scenarios (similar to cases). A film is shown of say a captain in Iraq who explains a fire mission and the decision to attack or not. The captain lays out the scenario and right before he answers, the tape is stopped and the cadets must decide what the correct call is. Answers are provided by top ranking officers (experts) concerning the acceptable answers.

SW6 Building Basic Rubrics for Use in Student Affairs and Academic Support Programs

By: Ted Elling, University of NC & Carrie Zelna, NC State

- Google for Rubrics by what you want
- Recommended reading "Introduction to Rubrics" and "Assessment Reconsidered" for transparency issues
- Gave basic steps like knowing your audience and the expected outcome
- Very big on pretesting at all costs
- Highly valued pdf form from Jonathan Schnyer for overall final evaluations

SA4 Digital Story Telling As a Smash Hit Quality Enhancement Project

By: Gregory & Steelman

Maybe I just wanted to be entertained at this point having sat through so many presentations. I will admit that it could be a possibility for projects in my class. It was basically a narrated slide show created entirely by students with a complete assessment plan.

SU3 Using Learning Communities to Create a Culture of Assessment

By: Howard Shapiro, William Hill, Michele Hunt and Ronald Brown, Wayne State University

- Continuous Cycle: Outcome > Design > Assessment >
- Did case study using Comerica scholars – local students who come visit campus and they look at retention
- Two tier study found 90% stayed that were in the program, university average 66%
- Student Voice – web based program used for student opinions
- Mentors are employed for all in the study, no more than 6 for one mentor, some mentors are past scholars

SU8 Designing Multiple Choice Tests that Reflect and Foster Learning Outcomes

By: Terri Flateby, South Florida University

- Our FCTL seems to be ahead of where this is. Sometimes I think we should be doing these conferences!
- Handout available at: <http://www.usf.edu/assessment> look under resources
- Moderately difficult questions are the preferred in terms of reliability
- New to me was the idea of positive and negative discrimination, where positive would represent that students who scored well on all test items should be correct on questions that the majority had correct.
- If a test is one attempt only, a preview of the question style should be accomplished in class.