



A Celebration of Investigations
into Student-Learning Assessment

March 16, 2016

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Welcome Message

Academic Affairs and the Office of Assessment is pleased to welcome you to the first celebration of Learn@State, which is a celebration of investigations into student-learning assessment. Learn@State will be an annual event dedicated to the pursuit of inquiry and assessment of student learning at Arkansas State University. The presentations showcase the assessment stories of faculty and student affairs professionals from all across our campus. This event is a testament to the varied student learning experiences that are provided by our outstanding faculty and student affairs professionals. The hope is that A-State's efforts to ensure continual improvement will be evident as you browse through and/or listen to the innovative presentations about student learning assessment. Thank you, A-State faculty and student affairs professionals.

Lynita Cooksey, Ph.D.
Provost



Event Schedule

2 - 3 p.m.

Presenter Registration and Presentation Set up
Cooper Alumni Center

3 - 4 p.m.

Presentations on Display
Hors d'oeuvres and Beverages served

4 - 5:15 p.m.

Welcome
Oral Presentations (three minutes each)
Presentations on Display
Hors d'oeuvres and Beverages served

5:15 - 6 p.m.

Prize-drawing Presentation—Professional Development
Stipend sponsored by the Office of Academic Affairs
and Research
Presentations on Display
Hors d'oeuvres and Beverages served

Oral Presentation Lineup

(not all presenters elected to do an oral presentation)

1. Christina Akbari, College of Nursing and Health Professions
2. Karen Blue, College of Nursing and Health Professions
3. Lisa Bohn, College of Fine Arts
4. Catherine Calloway, College of Humanities and Social Sciences
5. Kristi Costello, Writing Center and College of Humanities and Social Sciences
6. Emily Devereux, Research and Technology Transfer
7. Steven Green, College of Agriculture and Technology
8. Cathy Hall, College of Nursing and Health Professions
9. Katerina Hill, College of Business
10. Barbara Doyle & Ali Khalil, University College
11. Julie Lamb Milligan, College of Education and Behavioral Science
12. Amanda Lambertus & Lisa Rice, College of Science and Mathematics
13. Anne McGee, College of Humanities and Social Sciences
14. Judy Pfriemer, College of Nursing and Health Professions
15. Edward Salo, College of Humanities and Social Sciences
16. Audrey Skaggs, College of Nursing and Health Professions
17. Gabriel Tait, College of Media and Communication
18. Nathan Wells, College of Agriculture and Technology

Prize-drawing Presentations

Presenters' Information and Abstracts

Christina Akbari, Assistant Professor of Communication Disorders, College of Nursing and Health Professions

It is important for students to learn the course content. In addition, however, students also have to learn a variety of skills known as “soft skills” in order to be good employees. This is important in all areas but especially so in the healthcare field. Soft skills include such things as communication, teamwork, problem solving, critical thinking, and good work ethics. The students in my Organic Communication Disorders class this semester were engaged in several different types of learning activities including poster creations, presentations and written article reviews, which they did either independently or in a group format. The students created grading rubrics for the different types of assignments given in the class. The students used the rubrics to grade themselves and classmates. In addition, the students developed a rubric that they used to grade each other's work within the group. The students also uploaded videos of their oral presentations and posters to a YouTube channel that was created for the class in order for each student to view their progress in these two areas over the semester. I supplied direction and input into the creation of the rubrics. Tests were given at the end of each chapter to make sure the content was being learned. The semester is just beginning, but so far it has been a great experience for everyone.

Karen Blue, Assistant Professor of Nursing, College of Nursing and Health Professions

The purpose of this study is to illustrate the success of reducing student attrition through integration of Elsevier Adaptive Quizzing and practice test items into a medical surgical course in a multi-campus AASN program. Background: As seen nationally, attrition rates for most medical-surgical theory courses in any nursing program are high. Attrition rates for this particular course were moderately high across all campuses. During the fall semesters of 2012 and 2013, attrition rates for all four campuses combined ranged from 14-15 percent. The fall 2014 semester attrition rose to 27.9 percent. The associate degree faculty agreed to gradually phase in tools/programs involving best practices in order to reduce attrition and increase student success in this course. A consensus was reached to implement Elsevier's Adaptive Quizzing to better prepare students for exams in the fall of 2015. Additionally, one campus (Campus A) piloted practice items containing content from unit exams utilizing an audience response system prior to each exam. Results: Pre-implementation of Adaptive Quizzing the attrition rate for fall 2014 was 27.9 percent on all campuses; post-implementation of Adaptive Quizzing the attrition rate was 19.1 percent for fall 2015 on all campuses. Conclusion: Following implementation of Elsevier Adaptive Quizzing on all campuses, preliminary results indicate a decrease in attrition from 27.9 percent (fall 2014) to 19.1 percent (fall 2015) for this medical surgical theory course. Further, the pilot program conducted on “Campus A,” consisting of dedicated classroom time answering practice items prior to unit examinations and using an audience response system, resulted in a significant decrease in attrition.

Lisa Bohn, Assistant Professor of Theatre, College of Fine Arts

Assessing student progress and growth in a discipline that is primarily subjective produces complications. In theatre, how does a professor measure someone's performance on a monologue or scene? Or the quality of a student's scenic design? Theatre is, by its nature, subjective. One person's aesthetic will not be exactly like another's, so theatre educators are left with the challenge of finding concrete ways to measure something that is inherently not quantifiable. This presentation will demonstrate the Theatre Department's current evaluation process and how we continue to tweak it to best meet our students' needs. In the Theatre Department, our evaluation process has proved to be effective in helping students more-accurately measure their growth as artists and members of the theatre community. Every semester, students complete a self-evaluation form that asks them to assess themselves in multiple areas, including the

subjective ideas of collaborative working skills, self-discipline, participation and attitude. Each spring, we meet with every theatre major for a face-to-face evaluation with the full faculty. We review their self-evaluations and discuss areas of strength (and how to foster them), as well as areas of weakness (and how to work on them). We have found by bringing a qualitative measure (using a rubric) to these subjective characteristics, we are better able to help our students understand what will help them succeed in the world of professional and academic theatre. We continue to focus on researching emotional intelligence and finding ways to more-effectively measure the qualities in order to better serve our students.

Catherine Calloway, Professor of English, College of Humanities and Social Sciences

From the Classics to 9/11: The Graphic Novel in the English Classroom A challenge in the current classroom is how to critically engage a generation of readers who are immersed in technology and visual media. When considering texts that can best combine the ever-so-popular visual screen (i.e., the e-book, the cellphone and the internet), instructors do well to turn to the graphic novel. The graphic novel is not only an ideal medium for stimulating interest in reading, but it also challenges students' critical thinking skills and encourages their creativity. It is also highly interdisciplinary. Teaching works such as Art Spiegelman's MAUS or In the Shadow of No Towers can incorporate historical events, such as the Holocaust or 9/11, into a discussion of literature. Marjane Satrapi's Persepolis challenges students to view historical events that took place during the 1979 Islamic Revolution from the point of view of another culture. Alison Bechdel's Fun Home: A Family Tragicomic asks students to consider such topics as family dynamics and sexual orientation. Reading a graphic novel of Homer's The Odyssey in tandem with Alan Moore's Watchmen allows students to study mythology and to discuss how the notion of the superhero has evolved from the classical era to today. And, a work such as Fabio Moon and Gabriel Ba's Daytripper introduces students to postmodernist literary techniques while asking them to ponder issues of death and dying. The graphic novel offers a plethora of valuable classroom opportunities that can assess student learning.

Kristi Costello, Assistant Professor of English, College of Humanities and Social Sciences

When I began at Arkansas State University in 2013, I saw an isolated, unsupported writing program in which decisions and policies were simply delivered to these faculty members without their input and, as a consequence, many of the faculty members were resentful. This led the Arkansas State University Writing Program to simultaneously recover agency over our program and develop relationships with programs across campus, such as The Office of Institutional Assessment, Academic Affairs, and the Faculty Center (ITTC) and adopt four goals that we try to meet as often as possible: combine, contextualize, collaborate and compensate. The best illustration of this is our Composition Boo[s]t-Camp, an annual, collaborative and compensated summer workshop for faculty and teaching assistants where we: discuss and revise our program goals; complete our annual program and course assessment; discuss and make changes to future assessment measures; learn about and develop new department and university policies; present interactive and innovative pedagogical workshops to each other; and engage in community-building. Ultimately, this presentation will illustrate how, because this workshop and the collaborative spirit it has fostered in our program and across campus, what was once a program targeted for its lack of effectiveness in administration, assessment, curriculum and standardization has become a model program for the institution.

**Emily Devereux, Associate Director of Research Development, Academic Affairs
Research and Technology Transfer**

As the Create@State symposium grew and evolved in its first five years, the event provided good practice for students, but did not include a component to help students improve the quality of their presentations. In response to students voicing desire for a professional development program in learning how to deliver high-quality presentations, the A-State Student Research Council (SRC) secured a grant to host an NSF Presentation Boot Camp (PBC) in fall 2015. Student workshop participants committed to provide peer mentoring to pass on the presentation skills they learned. Through the SRC, the PBC graduates will provide an overview of the NSF presentation skills protocol rubric (2PS) in March and then follow up with 2016 Create@State presenters to provide presentation critiques before the Create@State event. A-State RTT is assessing whether peer mentoring generated from this student co-curricular activity will provide meaningful learning outcomes and improve the quality of student presentations at this year's symposium. A quasi-experimental design will be implemented with multiple observations of student comparison groups and numerical judging scores from the 2015 and 2016 Create@State, student perception surveys and student presentation critiques of their peers. Initial results will be pending until after the 2016 Create@State presentations in April. This is designed to be a multiple-year assessment for continual evaluation of improvement in presentation skills as an outcome of student peer mentoring.

Lillie Fears, Professor of Multimedia Journalism, College of Media and Communication

The College of Media and Communication has revised how it will evaluate its general education course, Mass Communications and Modern Society. This new plan involves the assistance of graduate students to help evaluate the required Medial Literacy Essay, which can total a maximum of 75 for each section of the course per semester. We expect to collect approximately 180-200 total essays for the 2015-2016 academic year. Using a 95 percent confidence level and a 5 percent margin of error, the graduate assistants will need to read 132 essays. With that, we plan to train up to seven graduate students to read approximately 20 essays each. As an incentive, we will offer them small stipends and a meal for students during training, all made possible by our Assessment Mini Grant. Preferably, those graduate students who have successfully completed our graduate-level Communication Theory course will be trained and recruited to assist with evaluating these essays. During training, intercoder reliability will be measured to reach an acceptable reliability rate among all coders. Results from this evaluation process will be archived and submitted to the General Education Committee as part of the 2018 Quadrennial Report for the Mass Communication in Modern Society course. These results will also be made available for members of the Higher Learning Commission team when it visits conducts A-State's accreditation review again in a few years.

Diane Gilmore, Doctor of Optometry, College of Sciences and Mathematics

Even though the use of "clickers" can take up classroom time, their use can be beneficial in many ways. Clickers can be used in formative assessment, enabling the instructor to see during an instruction session where students are struggling, and to reiterate and reinforce material thereby closing the loop and increasing student performance. Polling programs can also increase student engagement, be used with active learning, flipped classrooms, and taking attendance. Daily clicker use also benefits the student because they are given feedback, encouraged to keep up with class material, and have a better idea of the type of questions that will be on exams. These advantages will be discussed and examples of successful use of clickers in formative assessment will be presented.

Steven Green, Professor of Soil and Water Conservation, College of Agriculture and Technology

Students in Soil Fertility and Fertilizers upper-level course in agriculture were avoiding certain difficult elements of the course content. By performing well in other content areas of the course, students were able to do well overall, but many were lacking in particular content areas. In order to alleviate this shortcoming, a series of five competency assessments was developed in critical content areas. Students must perform at

a mastery level (100 percent score) on each of these competency assessments in order to qualify to pass the course. Students are allowed to take the competency assessments as many times as needed in order to attain mastery level. When first implemented, students would take the assessment the first time offered, and if not passed, would generally wait until the end of the semester to work on mastering content. This contradicted the intent of mastering the content at the time of discussion of the topic in class. To alleviate this unintended consequence, students now take the competency assessment as a class the first time offered for a 20 point score. Those who do not show mastery the first time offered, are given the opportunity each week thereafter, but with a 10 percent deduction in score each week until mastered. Though students fear such high level of expectations, no student to date has failed to qualify to pass the course from not mastering the competencies. Competency assessments ensure critical concepts are mastered by each student.

John D. Hall, Professor of Psychology and Counseling, College of Education and Behavioral Science
Gerald G. Strait, Assistant Professor of Counseling, College of Education and Behavioral Science
Craig H. Jones, Professor of Psychology and Counseling, College of Education and Behavioral Science

The 2010 National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists serve as a guide for graduate education in school psychology. All NASP-Approved programs within CAEP accredited colleges/units are expected to ensure candidates have basic competencies in 10 key practice domains. The NASP-Approval process calls for programs to demonstrate how the domains are addressed, assessed and attained. Furthermore, Standard 4. Performance-based Program Assessment and Accountability requires programs to show how candidates are effective in delivering school psychology services, which have a direct, measurable, positive impact on children and significant others. Case studies based on academic and behavioral referral problems during internship offer faculty a viable type of assessment for program and child-level accountability. This poster presentation provides a case study model for faculty, which may be used as a component of their program assessment system. The model was developed using the existing performance-based assessment recommendations (Waldron & Pruss, 2006), practices for program and child-level accountability (Barnett, et al., 1999; Bonner & Barnett, 2004), and problem solving using a case-study approach (Hunley & McNamara, 2010). Outcomes for one cohort of student interns are presented.

Cathy Hall, Associate Professor of Nursing, College of Nursing and Health Professions

Development of a testing policy in the four-campus Associate of Applied Science in Nursing (AASN) program resulted in a stable testing environment, maintained academic integrity and reduced students' anxiety with advance knowledge about online testing policies and procedures. A successful testing policy necessitates faculty buy-in with promotion of testing and education products by Elsevier Health Education Science Inc. (HESI). Faculty must agree on exam cut-scores, criteria for standardized online assignments and faculty-created tests. Willingness to implement policies is another component of a successful testing policy. Program faculty meet bi-annually to review standardized syllabi testing policies for clarity and fairness to students. For example, we established policies for a minimum test average, academic integrity, test security and student responsibilities. Faculty do not review standardized HESI exams but work with Elsevier education experts on custom exams. HESI exams yield electronic reports, permitting comparison of A-State student performance with national student performance, identifying curriculum strengths/weaknesses. Based on assessment data, curriculum revisions are considered. The standardized HESI exit exam is used during the final semester with a required cut-score. If the minimum score is not attained, students must take an approved review course before transcripts are released as part of the RN licensure process. A positive testing culture is the third aspect of successful policies and requires faculty conveying enthusiasm about testing as preparation for successful RN licensure. The positive culture begins prior to program acceptance when students take an admission exam, and continues throughout the nursing program (HESI Best Practices, 2015).

Katerina Hill, Assistant Professor of Marketing, College of Business

Recruiters seek candidates with certain business skills that are not developed in the typical lecture-based classroom. Experiential learning techniques prove more effective in honing and sharpening these highly sought-after skills. One skill that is particularly important for students who pursue a sales career is the ability to make powerful and effective presentations. To help our sales students develop strong presentation skills, the sales leadership program emphasizes the use of experiential learning through a series of student-lead presentations using the Pecha Kucha format. The Pecha Kucha, referred to as “lightening talk,” is a highly disciplined presentation structure that requires the presenter to know the material well enough to present it without the crutch of cluttered slides. Instead, the presenter faces the audience and genuinely engages them and even entertains them, making for one very powerful and effective presentation. This method of experiential learning facilitates student involvement and turns students from passive listeners to actively engaged critical thinkers and creative problem solvers. By utilizing the Pecha Kucha presentation format, students are forced to think critically and extract the essence of the subject matter to deliver it in a brief, creative, interesting and entertaining manner. The expectation is that the Pecha Kucha exercise will not only improve presentation skills, but will also improve content knowledge and understanding. The effectiveness of this experiential learning format is assessed through professor observation, student reflection papers and examination.

Zahid Hossain, Assistant Professor of Civil Engineering, College of Engineering

The objective of this study is to evaluate an active-based learning technique designed for selected senior-level engineering students through a collaboration design project. It is hypothesized that student learning improves through meaningful exposure and engagement in real-world engineering problems and applications. Students’ learning is being assessed through pre- and post-test questionnaires. In the pre-test phase, students learning assessed for evaluating the need of a transportation facility in classroom-based knowledge and available tools and techniques. The post-test phase of assessment is being conducted after the same group of students is exposed to real-world conditions through field trips. Two dimensional assessments, question-based improvement and level of learning using the Bloom’s taxonomy, are being conducted. Collected data is being analyzed whether the mean of the differences between two paired samples differ significantly using paired t-tests. Qualitative themes of selected data will be analyzed by using student reports and observations. The findings of this study are expected to have implications for researchers and educators interested in developing models and frameworks of effective project-based learning.

Ali Khalil, Instructor, University College**Barbara Doyle, Instructor, University College**

Critical thinking is an elusive, yet ubiquitous principle in higher-education instruction. Defining the term is an effort in futility -- a quality that makes assessing it even more problematic. However, during the last few years, genuine attempts to define and evaluate its essence in the classroom through the use of reading and writing responses have yielded an upswing in student achievement. This newly used approach has borne fruit through an increase in the success rates of Compass reading and writing scores.

Amanda Lambertus, Assistant Professor of Mathematics, College of Sciences and Mathematics
Lisa Rice, Assistant Professor of Mathematics, College of Sciences and Mathematics

In order to create a more-unified and cohesive experience for teacher candidates in the secondary mathematics program, the department piloted a one-credit-hour seminar course. The teacher candidates meet weekly to discuss problems that arise in their classrooms, teaching philosophies, classroom management strategies; they share knowledge through professional readings and assignments. The seminar provides the teacher candidates the opportunity to create a professional learning community among themselves and with their university supervisors. Students value the opportunities to form professional relationships with each other in a manner that is different from their undergraduate experiences. Through the seminar meetings with teacher candidates, the Mathematics Department has been able to strengthen the internship and capstone portfolio for all BSE graduates. We have improved the experience for the teacher candidates and they have helped us improve our assignments and portfolio assessment.

Anne McGee, Assistant Professor of Spanish, College of Humanities and Social Sciences

Cultural competence is an assessed program goal in the Spanish program at A-State. Currently, language students are required to attend five “cultural” events, such as movie nights, conversation tables, and tutoring, and/or engage in other activities, then submit a paragraph in Spanish explaining what they did in order to receive credit for this part of their grade. While this does require students to attend campus events, currently the events themselves do not specifically foster the creation of a learning community or encourage critical thinking concerning the cultural aspects of Spanish, cultural competence or language learning. The goal of this project is to place the creation, organization and implementation of these events in the hands of students themselves, as opposed to the department and faculty, and to move away from simple student attendance by fostering the creation of events that will require more-active student participation. Students can then reflect critically on their participation (in English or Spanish depending on the level of student) in order to assess cultural competence. This will allow students in different sections of the same course, and across levels, to interact with one another, as upper-level students will organize/facilitate events attended by lower-level students. In fall of 2015, my honors section of Intermediate Spanish II organized a film series on the representation of immigration in Hispanic films. Currently I am implementing this plan in a course on Latin American Culture and Civilization where each student must plan and host a cultural event.

Julie Lamb Milligan, Professor of Gifted Education, College of Education and Behavioral Science

In this age of accountability and assessment, effective methods to determine best practice with program data is imperative. While going through the process of accreditation sometimes we are required to reevaluate the methods and procedures we have used in the past to determine the success of our students’ performance as it relates to overall program success. This presentation will focus on the use of rubrics as program assessment tools, and their evolution from nonspecific quantitatively driven rubrics to more-specific qualitatively driven rubrics.

Sarath Nonis, Professor of Marketing, College of Business

The course Applied Research focuses on the critical-thinking skills of students as they relate to problem solving and decision making. In this course, students are taught how to use data, run analyses and apply the findings to decision making. One of the first projects students completed this semester was to advise Mr. Donald Trump, one of the Republican candidates for President, whether he should or should not attend the FOX news debate a week before the Iowa caucus. The data students used was consistent with findings by the CNN/ORC poll, where data was collected during the week prior to his decision as such, was very current. Students were required to analyze the data (individually) and to use their findings to support their recommendations.

Judy Pfriemer, Assistant Professor of Nursing, College of Nursing and Health Professions

Development of an ongoing assessment plan for Student Learning Outcomes (SLO) within School of Nursing has been an ongoing process. All faculty who teach in a program develop the program's SLOs and in turn the curriculum maps. The maps allow faculty to know where key concepts are introduced, reinforced and mastered. (P Ellis, J Halstead, 2012) Since 2012, each course is assessed using a standardized form that requires faculty to identify program and course SLOs, performance indicators, threshold of performance, the result, and evaluation and planned actions. A variety of assessments are selected by the faculty and used by the school to assess both course and program SLOs. Examples include: faculty constructed exams, assigned papers, concept maps, return demonstrations, clinical performance, Health Education Science, Inc. specialty, standard and exit exams. Faculty who team teach a course are all involved in the collection and reporting of data on one standardized form per course, while instructors who are assigned to non-team-taught courses individually prepare their form. These forms are posted on Blackboard with all faculty having access. The forms are utilized by faculty to review courses sequenced before and after their course; on an annual basis with program directors and other members of the faculty and used to formulate agreed-upon action plans; and finally, the SLO data is tracked on an ongoing basis to assist in making needed changes and/or additions to the courses and program over a three-year period. ((U.S. Dept. Of Education, 2009)

Melodie Philhours, Associate Professor of Marketing, College of Business

The tweet that started it all: Power Out? No problem. You can still dunk in the dark. A power outage suspended play for 34 minutes during Super Bowl 2013 and Oreo seized the moment to become one of the most-tweeted, posted, viewed and talked-about events in recent marketing history. Newsjacking is defined as the "art of leveraging trending news to elevate your brand's message" and we use it in my marketing classes to leverage our understanding of how everything in the world impacts marketing strategy. Yes, I do mean everything in the world. What does a power outage have to do with eating cookies? Whatever connection marketers cause! How do we move this into learning about marketing? Students find very current articles in mainstream media and present a brief summary of the article to the class and how he interprets this news to be relevant to the specific topic we're studying. The class responds with thoughts of additional impacts of this news. Outcomes? Understanding and speaking marketing language - recognizing marketing - recognizing what influences the creation of marketing strategy - developing creativity and empathy - practicing verbal communication and presentation skills. What's more? It's current, interesting and fun!

Robert Robinette, Student Success Librarian, Dean B. Ellis Library

Each year the Dean B. Ellis Library conducts a survey of its student, faculty, staff and community member-users. Survey results provide feedback on overall user satisfaction and library resource usage, as well as allowing users to voice suggestions and concerns about the library and its services. The library uses the survey results to better align its resources with user needs and desires. For instance, in past surveys, large numbers of users indicated the library space itself was one of its most valued resources, leading to furniture and equipment purchases and redistribution that improved upon use of library space. Survey responses in recent years have steadily decreased, and grant money was sought to provide incentives toward survey completion. With this grant money and with changes to the survey that continue to address user needs while also indirectly assessing the University Learning Outcome of Information Literacy, we intend to increase survey response rates and more thoroughly assess the library's services.

Edward Salo, Assistant Professor of History, College of Humanities and Social Sciences

Did they read their comics? Assessment in a cultural history course. In Spring 2016, I began teaching a course on the cultural history of comic books in America. The advent of digital reproductions of older comics allowed me to have the students read the original issues as primary sources without breaking their budgets. Using these primary sources, I hoped to illustrate to the students how subject matter and characters changed to fit the times. Since this was a new class with new primary sources, and because the topic brought in students from outside the history major, I needed to develop an assessment tool to ensure the students were both reading the comics and understanding them. Because the class is 30 students, I decided on a multi-phase plan. First, because of the class size, I instituted a hashtag for social media discussion that students could use outside of class to post favorite panels, other comics they were reading, etc. Second, I set up a Facebook group where students could make comments, show other stories, or share information they found. Third, I required the students submit a two- to three-page response paper each week on the readings. This response paper assignment required no set format; I wanted to make it fluid enough for the students to express themselves creatively while demonstrating their understanding. For example, one student wrote a comedic essay on smoking and breaking things in comics, and another student wrote her essay as a comic book.

Jacques Singleton, Associate Professor of Special Education, College of Education and Behavioral Science**Kimberley Davis, Assistant Professor of Special Education, College of Education and Behavioral Science**

Teacher Education programs across the nation are continually faced with the task of providing evidence to demonstrate the impact of teacher candidates instruction on student outcomes. The goal of this research study is to examine and analyze the impact of teacher candidates on 50 students in grades K-12 during units of instruction in a special education practicum. During this practicum, teacher candidates completed a Teacher Work Sample, which requires candidates to use a variety of assessment tools, both formal and informal, and resulting data to evaluate student progress. The purpose of this assignment is to provide evidence of learning and an opportunity for teacher candidates to reflect on ideas to improve the teaching and learning process. The results of this study will provide teacher preparation programs with the available resources to enhance the experiences for teacher candidates throughout the program. Recommendations include improving preservice teachers' ability to analyze, interpret and present data, and collecting data systematically in regard to preservice teachers' impact on their students' learning during their practicum experiences.

Audrey Skaggs, Assistant Professor of Clinical Lab Science, College of Nursing and Health Professions

Using Nearpod to engage students in a big classroom to learn a boring subject: This presentation highlights the use of Nearpod in a web-A/hybrid class to facilitate learning and engagement from the students. Nearpod is an interactive, multi-platform presentation/engagement tool that can be used in any classroom on campus. The subject taught was Medical terminology. The poster will present the impact of adding Nearpod on the grade distribution of the class in addition to survey findings and student feedback. The oral presentation will be a quick demo of one of my created Nearpods and its activities, viewed from a student perspective.

Gabriel Tait, Assistant Professor of Journalism, College of Media & Communication

Last May, 15 Arkansas State University athletes participated in the Sports, Photography and Culture in the United Kingdom class developed by Dr. Gabriel Tait. This presentation expands on the study-aboard approach to learning by incorporating innovative, pedagogical and research methods to increase in-country learning and reflections. The course in London, England focused, on enhancing student athletes' cross-culture learning. Problem: In recent years there has been a rise in study-abroad programs within higher education. For students, these programs have been marketed as cross-cultural excursion opportunities where students "experience" the city. But some students are not "critically thinking" about their learning experiences. Thus, learning is lost in the field. Through photography and writing, students were challenged to address questions about their perceptions of sports and culture in London. Findings: About, 1,500 photographs were taken by the 15 students. Two general themes evolved. First, sports is different in the United Kingdom. Second, knowing the culture's history is important to learning. Conclusion: From our experiences in London, we were able to recognize utilizing the SBMS photographic methodology enhances cross-cultural learning. Photographs enable the students to continue to reflect on images and experiences for long periods after the initial encounter.

Nathan Wells, Assistant Professor of Equine Management, College of Agriculture and Technology

Video technology will be used to conduct filming of the riders early in the semester and late in the semester. The video camera will be both an instructional tool and an assessment tool to document changes made by the students as the semester progresses. Goals of this assessment project are: 1) To utilize video for assessment of student riding skills at the beginning and throughout a semester. 2) To provide video demonstrations of effective riding techniques.

Ashley Zehel, Instructor of Spanish, College of Humanities and Social Sciences

Formative assessment plays an essential role in the flipped classroom. Without it, who really knows if the students are prepared for the in-class activities and discussion? Daily quizzes are just one way I ensure students are prepared to practice what they learned before class. Now, I have used a survey to see what the students have to say about all of this. I will share my results on the number of students who feel ready for these quizzes and if they feel this flipped model prepares them for in-class activities and tests. I will contrast their answers with the assessment data to show how well students do on quizzes based solely on pre-class lectures.

Special Thanks

The Office of Assessment would like to express a special thanks to Arkansas State University's faculty and student affairs professionals for their participation in our first Learn@State celebration. A special thanks also goes out to the Provost, Dr. Lynita Cooksey, and the Office of Academic Affairs for being such staunch supporters of continual improvement and student-learning assessment.

Additionally, we thank our student musicians, Alex Ditto, Terrell Montgomery, Christopher Isom and Kevin Tinker for the wonderful background music. The oral presentations were a great success because of Dr. Gina Hogue, Eric Coleman and Paige Walker's expertise. Final thanks go to all attendees who helped make the first Learn@State celebration a success.

LEARN @ STATE™

A Celebration of Investigations into Student-Learning Assessment

Mission: To create a faculty and student affairs-centered celebration that provides an opportunity to present closed-loop, in-progress and emerging assessment investigations.



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