

LEARN @
STATE

A Celebration of Investigations
into Student-Learning Assessment

March 14, 2018

A-State Assessment Committee

Dr. Summer DeProw	Ms. Beth Silverthorn
Ms. Shelley Gipson	Ms. Mary Elizabeth Spence
Ms. Elizabeth Wakefield	Dr. Martha Spack
Dr. Paul Mixon	Dr. Debbie Shelton
Dr. Melodie Philhours	Dr. Karen Wheeler
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Program-Level Assessment Committee

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Dr. Gina Hogue	Mr. Chad Whatley
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Co-Curricular Assessment Committee

Ms. Heather Brake	Ms. Beth Silverthorn
Dr. Summer DeProw	Ms. Jeanne d'Arc Gomis
Ms. Elizabeth Wakefield	Dr. Evette Allen
Ms. Dominique Hallett	Mr. Matt Huckaby
Ms. Emily Devereux	Dr. Martha Spack
Ms. Tiffany Johnson	Mr. Chad Whatley
Mr. Robert Robinette	Dr. Karen Wheeler
Ms. Mary Elizabeth Spence	

Welcome Message

Academic Affairs and the Office of Assessment are pleased to welcome you to the third 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 co-curricular student-learning leaders from all across our campus. This event is a testament to the varied student learning experiences that are provided by our outstanding faculty and staff. 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, and go Red Wolves!

Lynita Cooksey, Ph.D.
Provost



Event Schedule

1 - 2 p.m.

Technical Support and Presentation Set-up
Presenter Registration

2 - 2:30 p.m.

Fowler Center – Grand Hall
Presentations on Display
Hors d'oeuvres and Beverages Served

2:30 - 5:15 p.m.

Welcome
Oral Presentations Part I (three minutes each)
Keynote Presentation
Oral Presentations Part II (three minutes each)
Presentations on Display
Hors d'oeuvres and Beverages Served

5:15 - 5:30 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

Keynote:

**Kristi Costello & Sarah Scott, Assistant Professor & Instructor,
Liberal Arts and Communication – Video Presentation
*General Education Assessment Leaders for Communication Outcome -
General Education Assessment Reports***

Co-Curricular Presentations:

***Evette Allen, Director, Multicultural Center - Oral Presentation
Social Justice Peer Educators***

The purpose of this project is twofold (1) to examine the leadership skills and cultural competence of undergraduate and graduate students who participate in the peer educators program at A-State, and (2) to examine the cultural competence of those who attend social justice workshops facilitated by peer educators. Specifically, student growth and understanding of peer educators at the beginning of the program will be compared to student growth and understanding upon completion of the program. Also, students who participate in the workshops facilitated by peer educators will be evaluated on their understanding of social justice topics prior to and after the training as well as their ability to advocate for marginalized groups after the training. Overall, this project has attention to these questions: (1) What are the experiences of undergraduate students who participate in a leadership and social justice peer educator program? (2) Does participation in a leadership and social justice program produce culturally competent student leaders? A conceptual framework utilizing literature on social justice education will be used to guide the study, along with the case study method. Participants will be 10-15 students in the peer educators program who are over the age of 18, and students who participate in workshops facilitated by peer educators. Program participants will be asked to complete several surveys to collect data for this study. Surveys will pertain to issues surrounding the following identities: race/ethnicity, sex/gender, sexual orientation, age, religion, nationality, socio-economic status, and ability. Data will be analyzed using a social justice conceptual framework.

***Emily Devereux, Executive Director of Research Development – Oral Presentation
Pilot of a Co-Curricular Assessment Model at Arkansas State University
for Student Research Events***

Universities provide diverse events for students to present their research, scholarly and creative works to various audiences, and it is believed that participation in these events enhance learning in preparation and practice for writing conference abstracts and in making conference presentations. Models for co-curricular assessment of SLOs from such events are not readily available and need to be developed and piloted for further research. RTT is currently assessing student learning from Create@State, the official symposium of A-State. Co-curricular assessment of (1) creative and critical thinking and (2) communication learning outcomes of participants will provide insight to student learning and effective processes in how to write conference abstracts across disciplines and to present and/or perform research, scholarly and creative works to effectively communicate across diverse audiences. Both qualitative and quantitative assessment methods are utilized. A survey adaptation of the Undergraduate Research Student Self-Assessment (URSSA; Hunter et al. 2009) instrument is being administered to students at two points within the assessment investigation timeline, (1) when student submits the abstract and (2) after student's presentation. It will provide self-perceptive data of the student's creative and critical thinking skills and communication at the beginning of the Create@State process and at the end of the event. Rubrics are provided to students for both abstract and presentation types. Data from rubric scores is utilized to assess creative and critical thinking skills and communication. This study will result in a piloted model for assessment of student research events to be further refined and repeated at additional institutions.

Martha Spack & Beth Silverthorn, Director of Leadership Center & Executive Assistant to the Vice Chancellor, Student Affairs - Oral Presentation

Implementation of Oohlala Student Engagement App

The Oohlala-Student Engagement app offers a wide variety of features that assist with student retention, event tracking management, and serves as a “one stop shop” for student information. The platform for student interaction allows for multiple campus constituency groups to work collaboratively to increase student engagement, offer a centralized hub for campus information, and assist with better understanding student retention patterns. The app features the ability to reach students (individual, group or entire student body) on the go by pushing relevant content directly to their mobile phones. This enables students to access course information, student support services, event calendars and other information through a single platform. University representatives will have the ability to analyze student behavior data and conduct program assessment through the student engagement app.

Chad Whatley, Assistant Director Honors College – Poster and Oral Presentation

Assessment of Ambassadors at A-State

Ambassador programs are central to the recruitment and retention of students at our university. Ambassador groups like the Honors Ambassadors are an invaluable resource outside of traditional student executive councils, and students selected for these positions have the opportunity to represent their campus with pride. This presentation will showcase our model in the Honors College, while also providing insight into the assessment of these types of co-curricular programs at Arkansas State University. The Honors Ambassadors are a group of volunteer honors students that assist in the recruitment of prospective honors students as well as in the creation of support systems and social events for current honors students. For the 2017-2018 academic year, there are 111 Honors Ambassadors including 2 student coordinators. Chad Whatley, Assistant Director of the Honors College, is the advisor to the Honors Ambassadors and has coordinated the Ambassador Group Task Force, a forum for the sharing of assessment plans and training resources for the advisors of ambassador groups at A-State.

Program Assessment Presentations:

Lisa Bohn, Associate Professor, Liberal Arts and Communication – Poster and Oral Presentation
Face Value

The Department of Theatre faculty meet with each major face-to-face for an evaluation process. This indirect assessment has proven invaluable for retention and students’ individual growth. For a field such as theatre that requires excellent communication skills and self-discipline, meeting with each student individually gives us the opportunity to help them assess their strengths and weaknesses, establish goals and prepare for their career. The faculty evaluation process has existed for many years in the department of theatre, but it has grown and changed as we’ve investigated students’ needs. The first incarnation was just the faculty talking to students at the end of the spring semester. Then we added the element of the student filling out a short self-evaluation form. That self-evaluation went through multiple incarnations, ending with the one we’ve used for the past couple of years. In listening to the feedback from students, we realized that having some sort of evaluation after the fall semester benefitted students, so they could address concerns and work on them through the spring semester. We initially instituted a self-evaluation only, where students submitted the evaluation and faculty responded with comments via Blackboard. This year, for the first time, all majors (and minors who request it) will fill out a self-evaluation form and meet face-to-face with the faculty at the end of BOTH the fall and spring semesters. We hope that this continued feedback process will help students navigate their program more efficiently and successfully.

Michael Bowman & Mary Jackson Pitts, Professor, Liberal Arts and Communication – Poster Presentation

Assessment Engagement

Assessment with engagement leads to opportunities for students. It is important that educators seek out expertise and knowledgeable resources when making critical decisions impacting curriculum, departmental policies and budgeting. An advisory board can be a valuable source of new ideas and honest advice that is essential toward making choices important to the success of an academic department. Specifically, an advisory board that meets with students to help them be better prepared upon graduation meets the practical needs of students and allows for program assessment. This presentation showcases the current efforts in the Department of Media to work with its advisory board to ensure that students have success. Students meet with advisory board members and get feedback and encouragement regarding their completed work. This provides students with motivation to be better prepared to be a good employee and to prepare for their own businesses.

LaToya Green, Assistant Professor, Nursing and Health Professions – Oral Presentation

The Prediction of National Physical Therapy Examination First Time Pass Rates Using Reading Comprehension and Critical Thinking Skills Tests

This quantitative research design study will use a sample of convenience population of physical therapy (PT) and physical therapist assistant (PTA) students. This study will examine the Nelson Denny Reading Test (NDRT), Health Sciences Reasoning Test (HSRT), and cumulative GPA to determine if these variables predict successful matriculation for PT and PTA students and passing the NPTE on the first attempt. Physical therapy (N=81) and PTA students (N=59) will participate in this experiment. All students will be assigned to the same experimental task but during different phases of each program. Informed consent will be obtained from all participants. All PT students completed the NDRT prior to matriculating through the PT program. For the HSRT, all students will be assigned to the same experimental task but during different phases of each program. PT students in the class of 2018 will complete the HSRT after their final clinical rotation. PT students in the class of 2019 will complete the HSRT after their second year of PT school, and students in the class of 2020 will complete the HSRT after their first year of PT school. PTA students in the class of 2018 will complete the HSRT after their final clinical rotation, and PTA students in the class of 2019 will complete the HSRT prior to matriculating through the PTA program. The study will conclude after each PT and PTA student has completed his/her respective board exam. The anticipated conclusion date for this study is February 2020.

Holly Hall & Myleea Hill, Associate Professor of Strategic Communication & Professor of Strategic Communication, Liberal Arts and Communication – Oral Presentation

Case Study: Assessment Planning in the Strategic Communication Program

The key to effective communication is planning. Planning is also instrumental in developing effective assessments of a department’s program. This presentation will highlight the processes and results of the assessment planning process over the last few years in the Strategic Communication Department at A-State.

Donna Handley, Assistant Professor, Liberal Arts and Communication - Poster and Oral Presentation

Assessment Strategies and the MPA Capstone

Over the past couple of years, the MPA faculty have been reviewing program outcomes and strategies to make sure they are in alignment with both our department, school, and university, as well as our national accrediting body, the Network of Schools of Public Policy, Affairs, & Administration (NASPAA). In an effort to ensure that program standards and outcomes are connected, the faculty has planned an assessment workshop which will feature an assessment of a newly implemented Capstone process to analyze the development of graduating MPA students. Our process involves connecting the objectives we have created in Taskstream and connecting them to our 5 universal competencies

(objectives) set forth by NASPAA. This process has helped identify strengths of our programs, as well as areas of improvement to strengthen the process as well as student learning outcomes.

David Harding, Associate Professor, Liberal Arts and Communication – Poster Presentation
Supplementing Assessment Data

There is an ongoing discussion on this campus and in the assessment community nationally regarding the efficacy of assessment in improving student learning. It is my hope to contribute to this discussion, locally and nationally, by extending the basic data collection and analysis requirements of the assessment process at A-State. If the assessment of student learning is to mean anything, it must go beyond merely measuring learning outcomes. The measures used must be shown to have meaning. The data collected must be examined in the light of other factors. What I propose — examining student records to collect supplementary data to go beyond required analyses of data collected as part of the standard assessment process — is essential to this process.

Zahid Hossain, Associate Professor, Engineering - Poster and Oral Presentation
Performance of Project-Based Effective Learning

The main goal of this study was to measure the performance of a collaborative project-based active learning technique designed for selected senior level civil engineering students. It was hypothesized that students' learning improved through meaningful exposure and engagement in solving real-world engineering problems. Students' learning outcomes were assessed through a set of pre- and post-test questionnaires along with their written reports. Prior to the pre-test, students were exposed to traffic safety-related problems of the premises of a selected elementary school through traditional classroom-based learning tools and techniques. The post-test phase of assessment was conducted after the same group of students was given the opportunity to see the real-world conditions through field trips. Then two-dimensional assessments, question-based improvement and level of learning using the Bloom's taxonomy were conducted to quantify the level of improvement of students' learning. The written report also showed a significant improvement in defining, formulating and solving the engineering problems after the students conducted the field trips in group settings. The findings of this study are expected to help researchers and educators in developing models and frameworks of project-based effective learning.

Natalie Johnson-Leslie, Associate Professor, Educational and Behavioral Science – Oral Presentation

Validating the formative assessment instrument for student internship

The purpose of this assessment investigation is to validate the formative internship assessment used to evaluate student intern performance in public schools. A validated instrument is required and essential to add credibility to interns' learning outcome. This instrument is used for all teacher candidates on the main, as well as off-campus sites. Three student learning outcomes will be the focus of this investigation: (1) the assessment focuses on evaluating a vital instrument that measures student achievement of expected learning outcomes based on achieving the strategic goals and objectives as identified at the university, college and department of teacher education (2) the validation of this instrument helps faculty in understanding and improving student learning during their internship and (3) this assessment will help the university, college and department with sustaining and enhancing academic quality and the student educational experience in terms of accreditation. Case study methodology will be used to frame this investigation. The unit of analysis is the formative internship instrument that needs to be validated as indicated by the CAPE accreditors following a site visit in November 2017. Results of this validated instrument will be shared with the Teacher Education Department, Professional Education Programs (Licensing Office) as well as the College of Education and Behavioral Science. The results also will be presented at the National Student Teaching and Supervision Conference, then disseminated as a journal article. The end result is for this validated instrument to be adopted and meet the requirements for CAEP accreditation.

Tommy Shawn Long & Dawn Archibold, Instructional Designer, Global Initiatives - Poster and Oral Presentation

Creating Authentic Assessments and Promoting Active Learning in the Online Modality

The goal of this investigation is to look at achieving the university-learning outcome of supporting creative and critical thinking in online learning. We will provide faculty with a professional development opportunity to learn a variety of strategies for creating authentic assessments and active learning opportunities. This will provide students with the opportunity to learn in ways that do not require the traditional test taking. Authentic assessments and active learning opportunities will encourage students to think critically to solve problems, evaluate information to deliver an informed decision that demonstrates mastery of the concepts and materials in their courses. Additionally, the professional development opportunity provided to faculty will support achievement of the goal of the university to support faculty in continuing professional development opportunities. After the professional development opportunity for faculty, we will look at the online classes of the faculty who attended to see if modifications to assessments in their online courses were made to reflect authentic assessments and active learning opportunities.

Joe Nichols & Annette Hux, Full Professor and Associate Professor, Education and Behavioral Science – Oral Presentation

Orientation, Preparation, and Support of Online Adjunct Faculty for Online Course Delivery: Developing, Conducting and Financing a Weekend Workshop

Recruitment, Orientation, and Support of Online Adjunct Faculty A Roundtable Exchange of Ideas

Okay, so you have an online presence. How do you recruit, train, and support your adjuncts to maintain accountable quality instruction? We will tell you about our model and want to hear from you about yours. This roundtable presentation will emphasize working with adjunct faculty in the delivery of online courses and degree programs. We will be discussing how to implement a training model for adjunct online educators, respective of how we plan to address these topics with our adjuncts: 1. Delivery platform 2. Academic and student policies 3. Technical and other support services 4. Teaching procedure 5. The course syllabus 6. The rubric and grading 7. Meeting standards 8. Efficacy issues 9. Cheating 10. Evaluation. This presentation will introduce participants to our training and support model, where the courses are written by our full-time professors, and approved within established guidelines of the university. We will discuss and investigate how (if) detailed course syllabi should be written and your ideas on how stringently course syllabi should be followed. We also plan to consider grading rubrics and their level of application. Additionally, we shall consider the subject of academic freedom in this matter, and plan to reference how the guidance and monitoring of our courses by our full-time faculty are accomplished, and seek your input on how to improve our model. Join us in this conversation and allow us to explain the mini-grant we received for this purpose. Our plan is for recruiting, orientation and training of adjunct online faculty, and most importantly, hearing from you on an exchange of ideas regarding this topic. We want to listen to your critique of our plan and learn about your experiences with adjunct online faculty and their preparation.

Stacey Sloas, Associate Professor, Nursing and Health Professions - Poster and Oral Presentation
Using Action Research to Realign Academic Courses

Hypothesis: In educating physical therapist assistants, standards and objectives can be followed without meeting the real world needs of the clinical setting. In order to align teaching experiences and objectives with current practice, an action research project was completed. Method: A survey was designed using Qualtrics addressing the most utilized pediatric standardized testing, common conditions treated in the clinic, frequent co-morbidities, and skills were identified as entry-level versus advanced. Physical therapists and physical therapist assistants with a valid license who practice 50% or more of time with pediatric clients participated in the survey. The survey was distributed through social media. Observations: Top pediatric standardized tests utilized were covered in the curriculum. Skills viewed as advanced through accreditation standards were not in alignment with views of practicing therapists. Several commonly treated diagnoses in the clinic were not covered in

the curriculum. Co-morbidities of obesity, severe allergies and asthma were identified as significant in the clinic. Outcomes: The results of the survey allowed alignment of standards with the clinical setting. Activities and classroom experiences were remodeled to meet the needs of the academic and clinical sides of education.

Mary Elizabeth Spence & Elizabeth Wakefield, Assistant Director of Assessment & Research Analyst, Office of Assessment - Poster and Oral Presentation

University Learning Outcomes Alignment Project

In Spring of 2017, the A-State Assessment Committee (AAC) submitted to the Shared Governance Oversight Committee (SGOC) new University Learning Outcomes (ULOs) to replace the previous ULOs, which were approximately 10 years old. The previous ULOs were difficult to assess and included verbiage from previous General Education courses that were removed from the curriculum when the Arkansas Legislature approved ACT 747. The new University Learning Outcomes were approved by the campus, and the Office of Assessment, with the help of the AAC, are developing an assessment plan for the ULOs. The goal is to align the ULOs to the Program Level Outcomes for each program as well as to the General Education Outcomes for the University. The Office of Assessment has started working with the undergraduate academic program leaders to make these alignments. We hope to update the University on the process for aligning the ULOs, the different divisions which are integral to the process, and the type of information that the university will be able to gather from completing this process.

LaToshia Woods, Kimberley Davis, Karen Kleppe Graham, Jacques Singleton, Assistant Professor/Associate Professor, Education and Behavioral Science – Poster Presentation

Collaborative Investigations in Education: Preparing Teacher Candidates to Effectively Teach Reading

Teacher preparation programs must acknowledge and consider the nature of reading efficacy and its developmental progression in an effort to design and deliver effective reading instruction. The Arkansas Department of Education (ADE) has passed legislation requiring elementary and special education teacher candidates to take a stand-alone reading licensure exam to attain teacher certification to teach in the state of Arkansas. After stakeholder review, the Pearson Foundations of Reading exam was chosen. Teacher preparation programs are presented with the challenge of increasing the depth of knowledge for teachers in the area of phonics and phonological awareness and how that knowledge impacts fluency, vocabulary, comprehension and writing. This includes focusing on the science of reading, or how a student learns (ADE, 2017). The purpose of the proposed quantitative investigation is to provide teacher preparation programs with viable resources to enhance both the reading content knowledge and strengthen core reading instruction. The results of this investigation would support teacher candidates as they apply critical thinking and communication within course content through effective application of reading instruction in diverse field experiences. Implications for this study include: curricular analysis and program level inquiries.

Course Assessment Presentations:

Karen Aul, Assistant Professor, Nursing and Health Professions – Oral Presentation

Evaluating Student Learning Outcomes Using a Flipped Assignment Approach

The flipped teaching model means that students gain first exposure to new material outside of class while preparing for an active learning experience in the classroom (Unal & Unal, 2017). In an undergraduate professional nursing role class, students were expected to complete pre-class assignments using a “flipped approach.” The assignments were collected at the start of class and then graded by the instructor using customized rubrics to evaluate student learning outcomes. The graded assignments served as an incentive for students to prepare for class and provided a mechanism to assess student understanding. Importantly, many activities during class time served as

informal checks of student understanding as students further assimilated the knowledge. Adhering to research protocol, a survey was administered at the end of the semester to investigate how the flipped assignment approach affected student performance, perceptions and instructor satisfaction. Both the students and instructor response to the approach was variable, with the instructor noting that students appeared more engaged and motivated during class, and the students preferring to have a traditional lecture format before completing any graded assignments. Unal, Z. & Unal, A. (2017). Comparison of student performance, student perception, and teacher satisfaction with traditional versus flipped classroom models. *International Journal of Instruction*, 10(4), 145-164.

Kerri L. Bennett and Barbara Doyle, Instructor, University College – Oral Presentation

Comma Here, Comma There: A Comparative Analysis of Writing Skills Between A-State Composition Students

This comparative analysis seeks to ascertain whether the concurrent enrollment Composition II students perform at the same level as their on-campus counterparts in terms of constructing a written formal argument that meets the standards for successful collegiate writing. Effective argumentation will be evaluated through the use of three criteria: content/thesis, organization/coherence and style/mechanics. A blind review of student artifacts, pulled from the Assessment repository, will assess a representative sample of 20 percent of the population enrolled in Composition II during the Spring term of 2018. We look forward to sharing the results of this study at Learn@State in the Spring of 2019.

Shelley Gipson, Associate Professor, Liberal Arts and Communication – Poster Presentation

Assessment and SGCI

Assessment Roundtable “results” from Southern Graphics Council International, Atlanta including discussion topics and course-level outcomes for printmaking.

Ryan R. Kelly, Associate Professor, Education and Behavioral Science – Poster Presentation

Rigor and Enrichment: A Case Study of Foundations of Reading Honors Student Coursework

The effective and enriching teaching of college honors candidates is an area of scholarship rich with an array of examples, and also an area in need of further exemplars of effective practice. Multiple examples in the field emphasize the importance of factors such as student self-selection of topics, independent inquiry and the greater application of theory to rewarding practice; faculty mentorship, feedback and student independence were also crucial factors. Utilizing case study methodology as conceptualized by Yin (1994), and situated within an action research framework, this poster session explores the experience of multiple honors candidates in a Foundations of Reading course. As honors candidates in the course, students completed a graduate-level literature review of approximately 10 current peer reviewed journal articles, focusing on a self-selected topic among the major areas of literacy (e.g. phonemic awareness, phonics, fluency, vocabulary, or comprehension). Specifically, this inquiry seeks to better understand their views on the rigor and impact of their work, and perceived benefit to their future teaching. This poster session will share data from the study’s short interviews, as well as survey results that support greater triangulation of findings, and support interactive discussion on those qualities of effective honors coursework teaching that support candidate enrichment, engagement and ultimate retention.

Pamela Lewis-Kipkulei, Assistant Professor, Nursing and Health Professions – Poster and Oral Presentations

Increasing Student Engagement Via a Combined Roundtable Discussion and Flipped Classroom Curriculum Model

Population health deals with topics that have a far-reaching impact on persons, groups and communities. Healthcare professionals treating these issues can be significantly impacted by them. To increase student engagement and to prepare future occupational therapists to provide interventions in these areas, a combined round-table discussion and flipped-type classroom curriculum model is being used to promote learning in OTD 7223 Population Health. In this

model, students lead scholarly, evidence-based discussions on population health issues, including ethical and practical considerations, health and wellness needs, risks for social injustice, occupational deprivation, disparity in the receipt of services, and how occupational therapy interventions can impact the issue. Group participants are required to make evidence-based contributions to the discussion. Students are also assigned to teach population health modules based on research and supporting evidence. They are given guiding questions and are expected to become “subject matter experts” on their assigned topic. They are required to teach an evidence-based, 2-hour module with a 30-minute question and answer period. The discussion and teaching module are assessed using separate rubrics for group leaders, student teachers and participants. The purpose of this curriculum model is to increase student engagement and participation by providing opportunities for students to actively construct knowledge and practice using guided questions and intellectual tools to acquire a deeper understanding of course content. This approach allows instructors to guide their students to deeper thinking and higher levels of application while allowing students to take responsibility for parts of the learning process.

Mandy Northcutt, Instructor, Education and Behavioral Science – Poster and Oral Presentation
Improving Student Learning Behaviors and Attainment through Incorporation of Pop Culture

Why do we assess? When it comes to student learning outcomes, assessment is the heart in analyzing the effectiveness of student learning. It is a tool that allows instructors to visually see a path that prioritizes a guide to motivate student engagement, along with promotion of more effective learning. Traditional paths for assessment are effective in acquiring the necessary measurement for student attainment. But when constraints are minimal (e.g. number of students) sometimes putting a spin on tradition can provide an opportunity to improve future performance of the student and allow for the instructor to meet multiple criteria for student learning outcomes (SLOs) within the course, program, department and university. Over five semesters, I have incorporated a famous pop culture movie, *Rocky IV*, within my final assessment of SLOs for my Basic Physiology of Activity course. This assessment model encompasses an individual paper, a group project, and a presentation with a debate element. Individually, each student through the paper put theory into practice. They communicate in written form how they can apply learned content through development of a needs analysis, identification of exercises with physiological responses, and a drawn conclusion by what they have viewed in the *Rocky IV* montage if Rocky and/or Drago trained effectively for desired outcome in the ring. The group project facilitates peer collaboration/assessment, development in oral communication and critical thinking skills. Incorporating pop culture within an assessment method can engage students more in desirable learning behaviors, along with acquiring the necessary measurements for student attainment.

Edward Salo, Assistant Professor, Liberal Arts and Communication – Oral Presentation
Cooking for Heritage

As part of the 2017 Honors Italy study abroad course, the main assignment was for each student to prepare a food or foods associated with their individual food heritage and present it to the class. The class was examining foodways and how they were connected to the culture and history of Italy. However, each person is connected to their heritage by their foodways, whether they realize it or not. For example, in Northeast Arkansas, many enjoy barbecue and catfish as comfort foods. No matter your race, class or gender, there is a good chance you appreciate a big plate of slow-cooked pork or some fried catfish (of course, there are always exceptions). After selecting the food, each student was to bring the food into class on an assigned feast day, and the other students in the class sampled it. In addition to preparing the food, each student was required to prepare a 5-10 minute video that discusses the food and its importance to your heritage. At a minimum, the video was to identify the background of the food, how it was connected to you, the major ingredients and how it was cooked or prepared. In class we discussed the food and the videos. This project was designed to help the students explore their individual food heritage and why certain food traditions are important to them and/or their family. It also allowed for them to be creative in their presentation. Finally, we developed a cookbook of all the recipes.

Making a Tour

As part of the Introduction to Public History course, each student was required to research and prepare a tour to be placed on Clio (<https://www.theclio.com/web/>). Each student was to select a topic, theme, event, etc. related to U.S. history and prepare a tour of historic sites related to that theme. The tour was to be researched and consist of a minimum of 10 sites. The topics selected by the students ranged from labor history to women’s history to the history of the Olympics. The creation of the tour was associated with the primary goal of the class, which was for students to be able to understand the basic issues and principles related to the field of public history. The means for assessment for this learning outcome will be several book reviews, a paper on “What Is Public History?,” and the development of a tour that illustrates how a certain event or theme is presented to the public through various historic sites. The project also contributed to the entire history undergraduate program learning outcomes: PLO-1 Research Skills: A graduate with a BA in history will be able to utilize effective historical research skills. PLO-2 Critical Thinking: A graduate with a BA in history will be able to synthesize primary and secondary historical sources. PLO-3 Content Knowledge: A graduate with a BA in history will be able to articulate historical content and broader historiographical trends. Finally, this project provided the students a public history product to show to future employers.

Hilary Schloemer, Assistant Professor, Business – Oral Presentation

Drawing Connections through Narrated Concept Maps

When teaching a survey course, it can be difficult to prevent students from viewing the course material as a series of unconnected islands, limiting their understanding and their ability to apply the material in a real-world setting. To further the learning goals of our institution and my classes and to improve their ability to critically apply their learning, I employed the use of a concept map in my Principles of Management course. We build this map, day by day and unit by unit, over the course of the semester, and I spend a few minutes at the end of each class discussing how the day’s material relates to what has been covered previously and the relevant underlying management theory. Additionally, as the course material transitions between management subfields (e.g., strategic, human resource, organizational behavior), I spend time in class narrating “how we got here” and explaining the story arc behind the transitions. These practices have improved students’ self-reported reception of management theory and integration of course topics and coincided with a period in which students’ exam scores and demonstrated understanding improved as well. Additionally, students have requested the introduction of these concept maps in one of my later courses.

Susan Whiteland, Assistant Professor, Nursing and Health Professions – Oral Presentation
Internship and Beyond

Methods and Materials for Teaching Art is designed to be the last course in art education taken prior to a student beginning teaching internship. During fall, 2017, students were challenged on the first day of class to consider what they felt they needed to learn to be successful in their internship, and beyond. Their answers were synthesized into five big ideas: philosophy, curriculum, pedagogy, technology and assessment. These concepts became the learning objectives for the class. At the conclusion of the course students presented a six-minute Pecha Kucha of artifacts to document their accomplishment of the learned course objectives. True to a constructivist framework, the students played an integral role in devising learning objectives and self-assessment of the objectives. During a three-minute oral presentation I will briefly share the pathway the class followed to provide opportunities for learning and the culminating project that assessed what took place.

Technology Presentations:

Dixie K. Keyes & Nicole Covey, Professor & Assistant Professor, Education and Behavioral Science – Poster and Oral Presentation

Technology Integration in Teacher Education Programs

This investigation connects faculty use of technology for assignments/projects in two teacher education programs to how the technology used in those assignments can be applied to impact student learning in K-12 settings. A central EPP (Educator Preparation Program) goal is to educate faculty in contemporary technology practices and to work with school partners to find out what technology will enhance the effectiveness of our completers in their future classrooms. We used this investigation to bring all three entities together (faculty, preservice teachers, inservice teachers) and to gain input and information from all three in order to enhance our teaching and learning practices through integrating appropriate technology and digital spaces.

H. Steve Leslie, Instructor, Business – Oral Presentation

Students and professor in “KAHOOT”: Engaging millennials through effective digital formative assessment

Kahoot.it a digital formative assessment application was used to integrate technology into an undergraduate Business Communication course, aiming to motivate student engagement, collaboration and critical thinking in learning. In this case study, Kahoot.it was used successfully, fall 2017. Holmberg’s (1983) theory of interaction was used to ground this study. A total of 104 students across four sections were impacted using Kahoot.it. Results showed that students were motivated to read ahead, they were highly engaged, scored well on summative assessments and showed enthusiasm and improvement in both collaborative and critical thinking skills. Kahoot.it is a digital formative assessment tool that can be used to enhance a lesson, by bringing excitement through increased student participation and engagement, as well as providing instant feedback on student performance. Kahoot.it utilizes Holmberg’s (1983) theoretical concepts of interaction to create a synergistic and collaborative learning environment in the classroom. Because of its constructivist approach to learning, Holmberg’s (1983) theory of interaction and communication was selected as the theoretical framework for this case study. The collaboration, communication and interactivity purported by this theory were important because the use of Kahoot.it facilitates multiple points of interactions. These include interaction of student-to-student, student-to-instructor, student-to-content, instructor-to-content as well as student-to-technology and instructor-to-technology. These multi-dimensional interactions form a web of constant activities that enhance the assessment, teaching and learning environment.

Anne McGee, Assistant Professor, Liberal Arts and Communication – Oral Presentation

Ted-Ed Lessons: Putting Students in Charge of the Flipped Classroom

In a flipped classroom students usually engage with online content, often in the form of videos and podcasts, before they come to class. This allows the instructor to dedicate class time to interactive activities, discussions and projects, which require the learner to apply what they have learned. One of the downsides of the flipped classroom model is that the instructor often has to create original videos and online content, which can be a time consuming process, in addition to planning classroom activities. In this presentation, I will outline how I used Ted-Ed lessons in a flipped classroom project, which put students in charge of preparing online lessons. Ted-Ed provides students and educators with a framework in which they can build complete lessons around video content. By using Ted-Ed, I was able to turn the class completely over to students. Working in groups, students created lessons for their classmates (in Spanish), which then served as the basis for student-designed in class activities and discussions. In this way, students were responsible for selecting course content, preparing online materials, and ultimately “teaching” the class.

Jeff McLaughlin, Assistant Professor, Liberal Arts and Communication – Oral Presentation
Analytical Thinking in Scenic Painting

For my Scenic Painting course, the primary student learning objective has been to get students to be able to analyze a painter’s elevation and recreate it using the appropriate techniques. This is a challenging objective that is often unmet. Current scenic painting textbooks use specific recipes for creating certain effects. Different scene painting techniques might include woodgrain, marble, or Trompe-l’œil. These recipes only work in the real world if the student understands how to alter them for the project at hand. Students can follow a recipe. However, they have difficulty modifying them for other projects. By writing an interactive iBook for Scenic Painting I am attempting to move away from the traditional recipe book formula. Instead, I want students to know how to ask the right questions by thinking analytically. This results in increased flexibility as a scenic artist. The assimilation of this knowledge takes more time than available during a one-semester course. The demonstrations of these projects take hours. My scenic painting iBook makes use of time-lapse video so the student can see the entire process in significantly less time. This will allow for more class time dedicated to the mastery of the scenic painting techniques.

Special Thanks

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LEARN @ STATE

A Celebration of Investigations into Student-Learning Assessment

Mission: To create an academic and co-curricular-centered celebration that provides an opportunity to present closed-loop, in-progress, and emerging assessment investigations at Arkansas State University.

