A Celebration of Investigations into Student-Learning Assessment
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Welcome Message

Academic Affairs and the Office of Assessment are pleased to welcome you to the second 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**

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 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 - 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

**Poster Presentations**

1. Lisa Bohn, College of Liberal Arts & Communication
2. Kellie Buford, College of Liberal Arts & Communication
3. Kristi Costello, College of Liberal Arts & Communication
4. Kimberley Davis & Audrey Bowser, College of Education & Behavioral Science
5. Kimberley Davis & Jacques Singleton, College of Education & Behavioral Science
6. Zahid Hossain, College of Agriculture, Engineering & Technology
7. Peter Larbi, College of Agriculture, Engineering & Technology
8. Jeff McLaughlin, College of Liberal Arts & Communication
9. Sarah Nonis, College of Business
10. Melodie Philhours, College of Business
11. Sarah Mayberry Scott, College of Liberal Arts & Communication
12. April Sheppard & Dominique Hallett, Library
13. Susan Whiteland, College of Liberal Arts & Communication

**Oral Presentation Lineup**

1. Karen Aul & Lauren Johnston, College of Nursing & Health Professions
2. Lisa Bohn, College of Liberal Arts & Communication
3. Kellie Buford, College of Liberal Arts & Communication
4. Catherine Calloway, College of Liberal Arts & Communication
5. Kyle Davis, Student Affairs
6. LaToya Green, College of Nursing & Health Professions
7. Anne Grippo, College of Sciences & Mathematics  
   Airek Beauchamp and Kristi Costello, College of Liberal Arts & Communication
8. Becky Keith, College of Nursing & Health Professions
9. Sarah Kendig, College of Liberal Arts & Communication
10. Peter Larbi, College of Agriculture, Engineering & Technology
11. Anne McGee, College of Liberal Arts & Communication
12. Joseph Rukus, College of Liberal Arts & Communication
13. Hilary Schloemer, College of Business
14. Sarah Mayberry Scott, College of Liberal Arts & Communication
15. Jill Simons, Undergraduate Studies
16. Ronald Sitton, College of Liberal Arts & Communication
17. Susan Whiteland, College of Liberal Arts & Communication

**Keynote Presentation:**

7. Anne Grippo, College of Sciences & Mathematics  
   Airek Beauchamp and Kristi Costello, College of Liberal Arts & Communication
8. Becky Keith, College of Nursing & Health Professions
9. Sarah Kendig, College of Liberal Arts & Communication
10. Peter Larbi, College of Agriculture, Engineering & Technology
11. Anne McGee, College of Liberal Arts & Communication
12. Joseph Rukus, College of Liberal Arts & Communication
13. Hilary Schloemer, College of Business
14. Sarah Mayberry Scott, College of Liberal Arts & Communication
15. Jill Simons, Undergraduate Studies
16. Ronald Sitton, College of Liberal Arts & Communication
17. Susan Whiteland, College of Liberal Arts & Communication

**Prize-drawing Presentation**
Presenters' Information and Abstracts

Karen Aul, Assistant Professor of Nursing  
Lauren Johnston, Assistant Professor of Nursing  
*Scan It to Learn It!*

Bar-code scanning has become integrated in many areas of health care to ensure patient safety. Nursing students encounter bar-code scanning in their clinical rotations and must be able to use this technology safely and efficiently. Since nursing students must become trained in bar code scanning for their clinical practice, why not incorporate bar-code scanning into the classroom setting? The use of bar-code scanning was explored in an undergraduate nursing classroom as an interactive teaching methodology and as a means of formative assessment. Students were instructed to download a free version of a QR (Quick Response) code reader on their mobile device. QR codes are a type of matrix, two-dimensional bar-codes that are read from left to right, and top to bottom (Robinson and Green, 2012). The classroom instructor had created QR codes using a web-based, QR Code Generator tool. Each code was assigned a review question for the class content on legal and ethical issues in the Professional Role Development class. The instructor posted the QR codes throughout the perimeter of the classroom. The students were divided into small groups and then circulated around the room to scan the codes with their mobile device. The students discussed the answer to the scanned questions, and each group was designated to present their response to one of the questions. By creating these scannable codes, the classroom nursing instructor was able to create a type of engaging formative assessment.

Lisa Bohn, Assistant Professor of Theatre  
*Assessment in Subjective Disciplines*

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.

Kellie Buford, Assistant Professor of History/Director BSE Social Science Program  
*Kahoot Is A Hoot!: Assessing Students with Tech*

I will present in digital format how I use a great assessment tool called “Kahoot!” to perform informal assessments on my students. I will create a Kahoot! quiz, give the audience a passcode, and allow them to engage with Kahoot! from a student perspective to see how engaging it is. The results are instantaneous and provide instructors with immediate feedback on which questions students perform well and poorly on. Wonderful tool!!

Catherine Calloway, Professor of English  
*I teach Harry Potter*

I teach J.K. Rowling’s Harry Potter series. At the request of students, during the Fall 2016 semester I taught two sections of a course entitled Special Topics: Harry Potter. Although the students were from a number of different disciplines and were not merely English majors, I still assessed them according to the Program and Course Level Student Learning Outcomes that are linked to this senior-level Special Topics course. To assess our Program Outcome that involves the development of “effective interpersonal, oral, and written communication skills,” I required students to work together in groups (they were divided into Harry Potter-style “houses,” but had to make them A-State-themed in some way), to participate in impromptu debates that involved considering critical questions from diverse points of view, and to write a number of one or two-page responses to the literary texts as well as two rubric-graded formal papers that asked them to use research skills. To assess the Program Course Level Student Learning Outcome that requires students to “demonstrate breadth of knowledge regarding literary traditions of texts” and “different theoretical approaches to the study of literature and language,” I embedded questions in the final examination and required students to read and respond to current literary criticism on the works of J. K. Rowling. I also involved students in the process of assessment by making them stakeholders in the course and requiring them to turn in a list of goals that they wished to accomplish during the semester; these student-driven learning outcomes ranged from oral presentations to creative activities to a variety of assignments such as blogs, nutrition plans, science demonstrations, art projects, poster presentations, power points, and writing assignments. Students were asked to link at least one assignment to their major or minor.

Kristi Costello, Director of the Writing Center, Assistant Professor of English  
*Composition Assessment: A Team Effort*

We have developed and implemented, with the help of the Faculty Center and ORTT, a program-wide paperless, collaborative assessment of our Composition courses that allows faculty to read and assess students’ polished writing. For the last two years, every year Composition I and II students, from all A-State Composition sections, including those taught by concurrent faculty members, submit their final drafts of the shared genres (a narrative essay, an analysis essay, and an argument essay ranging from 750-1200 words for Comp I and 1250+ word argumentative academic essay in MLA for Composition II) to the Composition Assessment website. One genre of the Comp I essays and the Comp II essays are then rated the following summer by Composition faculty using the common rubric. We have turned this assessment workshop into a two-day compensated professional development workshop. At the workshop, we hear a report of the previous year’s assessment, engage in norming, assess student essays and reflect on the process, eat lunch together, develop our annual action plan, and participate in at least one interactive, pedagogical session per day. In sum, this short video presentation will focus on how collaboration at all levels has enhanced our ability to assess student learning, improved our teaching, and strengthened community in our small, but fierce writing program.

Kyle Davis, Student Affairs Co-Curricular Assessment & Learning, Assessment Intern  
*Co-Curricular Learning*

The Division of Student Affairs is currently engaged in the assessment process to create a comprehensive plan in order to improve our services to students, faculty, staff, and others, as well as to increase student learning. This presentation will highlight selection of an appropriate assessment format, utilization of a three-part co-curricular test to determine student learning or operational effectiveness and future plans for Student Affairs assessment.
LaToya Green, Assistant Professor of Physical Therapy

Will scores on the Nelson Denny Reading Test and Health Sciences Reasoning Test predict first-time pass rates on physical therapy and physical therapist assistant board exams?

The purpose of this investigation is to determine whether the Nelson Denny Reading Test (NDRT) and the Health Sciences Reasoning Test (HSRT) will predict first time pass rates on physical therapy and physical therapist assistant board exams. The HSRT is a critical thinking skills test that is being utilized in some PT programs. If assessment of reading and critical thinking skills can be evaluated prior to students taking the national board exams, early intervention can occur in attempts to improve the likelihood of first time pass rates. Students from the physical therapy (PT) and physical therapist assistant (PTA) programs complete the NDRT prior to matriculation into the PT and PTA programs. PT students in the class of 2017 will complete the HSRT after their final clinical rotation. PT students in the class of 2018 will complete the HSRT after their second year (2017) of PT school, and students in the class of 2019 will complete the HSRT after their first year (2017) of PT school. PTA students in the class of 2017 will complete the HSRT in May 2017, and PTA students in the class of 2018 will complete the HSRT in June 2017. The investigation will begin in May 2017.

Anne Grippo, Associate Dean of Undergraduate Programs, College of Sciences and Mathematics

Aireck Beauchamp, Visiting Professor of English and Assistant Director of the Writing Center

Kristi Costello, Director of the Writing Center, Assistant Professor of English

An Exciting Synergy Joining Two Colleges

It has long been clear that Biology students struggle with technical writing, and that science faculty struggle with the time investment and pedagogical challenges of writing instruction. When the Writing Program staff approached the CSM Dean’s office to assist our students with STEM writing, we recognized an exciting synergy. Writing and biology faculty went on to design a STEM Technical Writing course paired with Genetics Laboratory, an upper level lab required of all Biology students. Of the 72 students enrolled in the Genetics Lab, we had three groups of students to analyze: those enrolled in the STEM writing class, those in a general technical writing class, and those with no concurrent writing course. With a grant from the A-State Assessment Office, we analyzed pre- and post-test questionnaires of all students on their writing backgrounds and habits; we assessed lab reports for fluency and instructor feedback; and we compared grades of students in all three groups. Although incongruent sample sizes made statistical analysis difficult, we found that students in the STEM Technical Writing course were enthusiastic and recommended the course be made mandatory for Biology. We have incorporated our data into an NSF IUSE grant proposal, requesting funds to support a required STEM Technical Writing course to be paired with a required lower-level laboratory course, a graduate level writing course, and funds to support writing GAs.

Jacques Singleton, Associate Professor of Special Education

Preparing Teachers to Teach Social Skills through Positive Behavior Interventions and Supports

Over the past years, Positive Behavior Interventions & Supports (PBIS) has demonstrated to be an effective tool in decreasing problem behavior in the school. However, it has not proven to address the social emotional outcomes of students with exceptional learning needs. Social competence is a term commonly used to describe a child’s social effectiveness with regards to their ability to establish and maintain relationships with others. While existing research on social competence and PBIS appears to be lacking, there appears to be an extensive collection of research on social skills training. The existing research in this area tends to show that such training not only improves social competence but also enhances learning. In doing so, it presents a proactive approach to responding to the non-conforming behaviors of all students, which may subsequently reduce the disparity that is evident in the achievement gap involving students with exceptional learning and behavioral needs. The poster session will provide an overview of the results of a pre and post analysis of the School Social Behavior Scale (SSBS-2) to determine the effects of positive behavior support systems on the academic and social behaviors of the students. The implications of the study will allow educators to understand the importance of teaching social behavior skills in the same manner in which academic skills are taught.

LaToya Green, Assistant Professor of Physical Therapy

Kimberly Davis, Assistant Professor of Special Education

Jacques Singleton, Associate Professor of Special Education

Diversity Matters: Empowering Future Educators through Cultural Competence

The need for an insurmountable of new teachers to counteract the effects of the teacher shortage is well-documented. While the population of public school students has become increasingly diverse, the population of public school teachers has become increasingly White; causing considerable attention to be placed on the recruitment of persons of color into teaching. The College of Education and Behavioral Science assumes the responsibility of recruiting students from underrepresented populations to join the profession of teaching; however, it is evident that recruitment alone will not solve the issue of minority teacher shortage. It is imperative that teacher preparation programs provide future educators with the knowledge, skills, and dispositions necessary to teach students from culturally diverse backgrounds. The Teacher Multicultural Attitude Survey (TMAS) was used to examine teacher intern’s cultural awareness and sensitivity based on program coursework and field experiences. The findings of this survey reveal that teacher preparation programs must prepare educators who have affirming views of students and families from culturally diverse backgrounds, view themselves as agents of change in their classrooms, and understand how students learn and design instruction accordingly. Furthermore, the findings also indicate that teacher education programs must be committed to diversity to truly promote culturally competent educators.

Kimberly Davis, Assistant Professor of Special Education

Preparation for Educators to Teach Social Skills through Positive Behavior Interventions and Supports

Over the past years, Positive Behavior Interventions & Supports (PBIS) has demonstrated to be an effective tool in decreasing problem behavior in the school. However, it has not proven to address the social emotional outcomes of students with exceptional learning needs. Social competence is a term commonly used to describe a child’s social effectiveness with regards to their ability to establish and maintain relationships with others. While existing research on social competence and PBIS appears to be lacking, there appears to be an extensive collection of research on social skills training. The existing research in this area tends to show that such training not only improves social competence but also enhances learning. In doing so, it presents a proactive approach to responding to the non-conforming behaviors of all students, which may subsequently reduce the disparity that is evident in the achievement gap involving students with exceptional learning and behavioral needs. The poster session will provide an overview of the results of a pre and post analysis of the School Social Behavior Scale (SSBS-2) to determine the effects of positive behavior support systems on the academic and social behaviors of the students. The implications of the study will allow educators to understand the importance of teaching social behavior skills in the same manner in which academic skills are taught.

Zahid Hossain, Assistant Professor of Civil Engineering

Effective Learning of Students Through Transportation Safety Projects

The objective of this study was to evaluate effectiveness of a collaborative project-based active learning technique designed for selected senior level engineering students. It was hypothesized that student perception and learning improved through meaningful exposure and engagement in real world engineering problems and applications. For a quantitative evaluation, students' learning was assessed through pre- and post-test questionnaires along with their written reports. In the pre-test phase students learning was assessed for evaluating the need of a transportation facility in classroom based knowledge, and available tools and techniques. The post-test phase of assessment was conducted after the same group of students was exposed to real-world conditions through field trips in premises of selected local elementary schools. Two dimensional assessments, question-based improvement and level of learning using the Bloom's taxonomy was conducted. Collected data was analyzed whether the mean of the differences between two paired samples differ significantly using paired t-tests. A significant improvement in defining, formulating and solving engineering problems was noticed after the students had an opportunity to conduct the field trips in group settings. Qualitative themes of selected data is also being 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.
Becky Keith, PTA Program Director, Associate Professor of Physical Therapy

The Impact of Reading Comprehension on Physical Therapist Assistant Education

**Purpose:** To ascertain the impact of reading comprehension on the National Physical Therapy Exam (NPTE) first time pass rates of physical therapist assistant (PTA) students. Methods/Description: Data from 367 students over 14 years (2002-2015) were included in the analysis. An outcomes assessment was performed including a summary of the application process for each year. Cognitive variables included cumulative and prerequisite GPA. Reading comprehension was assessed using the Nelson Denny Reading Test (NDRT) beginning with the PTA Class of 2003 and was originally administered at the end of the first week of the summer semester. A composite score of 14 was selected as the minimally acceptable score. For the PTA Class of 2014, the NDRT became part of the application process. Any applicant with a composite score below 14 was dismissed. Results: Utilization of the NDRT as a part of the application process resulted in an improvement of NPTE first time pass rate from 75% (PTA Class of 2013) to 93% (PTA Class of 2014) followed by 90% (PTA Class of 2015). Conclusions: Results indicate that reading comprehension plays a significant role in NPTE first time pass rates of PTA students. The selection of cognitively capable students is vital to the success of the students. An outcome assessment provided the keys that drove the change in the application process that resulted in an improvement of outcomes.

Sarah Kendig, Assistant Professor of Sociology

Involving Students in the Assessment Process through Survey Design

The entry class for our Sociology and Criminal Justice graduate programs is Social Research Methods. One of the topics in this class involves students learning how to design and revise surveys. Previously, the surveys were comprised of hypothetical questions, such as smoking cessation, and were never administered to actual respondents. This year, I incorporated one of our department’s assessment activities, to design and implement an exit survey for our undergraduate seniors, into the survey design project. Graduate students worked in pairs to develop, pilot, and revise an exit survey that would provide an indirect assessment measure of our undergraduate programs. The students were invested in and enthusiastic about a class project that would ultimately be implemented in our department rather than using a hypothetical scenario. Moreover, given that many of our students are graduates of our undergraduate programs, they provided great insight into the relevant questions we need to ask our undergraduate seniors.

Peter Larbi, Assistant Professor of Agricultural Systems Technology

Program SLO Assessment on Illustrating Interrelationships between Various Agricultural Production Systems

This poster covers student learning assessment data reported at the end of Spring 2016 to the Office of Assessment. The program level student learning outcome assessed was the following: “Illustrate interrelationships between various systems of crop and animal production agriculture including modern techniques, machinery, and technology and outline multidisciplinary solutions to given problem situations”. This outcome was assessed in the AGST 1003 Modern Agricultural Systems course, taught in both Fall and Spring semesters, covering data collected over three semesters. The semester-to-semester assessment-influenced improvements in pedagogy and the overall enhancement in student learning are highlighted.

Anne McGee, Assistant Professor of Spanish

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.
Joseph Rukus, Director of Graduate Studies, Criminology, Sociology, & Geography; Assistant Professor
Alumni Focus Groups
Earlier this year, the Department of Criminology, Sociology, and Geography embarked on getting feedback from alumni on its curriculum. In this presentation, the department’s experiences are detailed.

Hilary Schloemer, Assistant Professor of Management
Improving Presentation Skills: A Mutually Beneficial Arrangement
Effective presentation skills are essential for student and professional success in the modern era, but they are also a difficult set of skills to develop and refine partially because they require practice that is often viewed as onerous by the presenter (and sometimes the audience). To further the goals of our institution, to better the outcomes experienced by our students, and to make my own grading experience more pleasant, I have developed a “Professional Development Day” focused on presentation skills that I institute in all of my classes. During this day, we watch example presentations and critically analyze them for their strengths and weaknesses as a way to develop these skills. Example presentations run the gamut from historic to engaging to downright uncomfortable to watch, and students praise and squirm accordingly. Additionally, I ask students, based on their critiques and past experiences, to develop a set of presentation goals that fulfill the tenets of Locke and Latham’s Goal Setting Theory. Students are reminded of these goals as they prepare their end-of-semester presentations, and the goals are incorporated into the rubric and feedback for their presentations. As a result of these goals and the thoughtfulness borne of a desire not to repeat the presentation sins which they just critiqued, in semesters where I have used this exercise, students have produced high quality presentations that were informative and a pleasure to observe. Additionally, students have noted the critical perspective on presentations and improved presentation skills as a valuable takeaway from the courses.

Sarah Mayberry Scott, Instructor in Communication Studies
Do you hear what I hear?
The department of communication has changed drastically in the last year. None of the faculty members doing assessment for the general education course remain on faculty. In fact, half of the communication studies faculty is new this year. The assessment program needed a drastic overhaul as six different rubrics were being used in the general education course to assess the same assignment. Grant money from the Office of Assessment allowed our program to provide a full assessment day workshop to ALL individuals who teach oral communication. The result was an interactive and dynamic workshop where full-time and part-time faculty were able to ask questions, receive feedback, and make interpersonal connections. The group was able to review a brand-new rubric, practice using the rubric, and norm grades using the new rubric. This process allowed us to ask one another, “do you hear what I hear?” when grading speeches. The feedback to the workshop has been fantastic and we fully expect total assessment compliance this semester.

April Sheppard, Assistant Director of Public Services, Dean B. Ellis Library
Dominique Hallett, Government Documents Librarian, Dean B. Ellis Library
Closing the Loop with Library Instruction
Visitors to this poster presentation will learn about different instruction services offered by the librarians at the A-State Library. From our one credit hour Introduction to Academic Research class to tailor made one-shot sessions and guides, librarians are here to help your students succeed. We’ve even made a custom Introduction to Academic Research class for Biology! In addition to learning about our instruction services, visitors will also learn how library instruction “closes the loop” in improving student learning. Studies have shown that students who use libraries have higher GPA, retention, and graduation rates than their peers. See the difference library instruction can make for your students!

Jill Simons, Assistant Vice Chancellor for Undergraduate Studies
A-State Creative Commons
The Creative Commons is a new and growing initiative at A-State to support interdisciplinary and experiential learning in curricular and co-curricular environments. A-State Creative Commons is supported by an interdisciplinary campus advisory board comprised of faculty and university leaders whose primary mission is to promote 21st century learning initiatives through both support and academic recognition for innovative curricular and co-curricular works in the categories of Community, Global, Entrepreneurial, and Research & Creative Works. Faculty and students may apply to receive academic distinction for innovative curricular and co-curricular work that is interdisciplinary in content or instruction and is experiential-based. Experiential is defined as interdisciplinary, real-world projects that go beyond the typical classroom experience and advances one or more of these distinct 21st century professional skill sets: • Thoughtful integration of academic knowledge applied in a practical setting, • Refined interpersonal skills to interact effectively with clients, coworkers, and supervisors, • Analytical and organizational skills and understandings necessary to produce a deliverable, • Knowledge of community and global solutions, • Demonstration of service-minded thinking. There are four district categories for which faculty may apply for recognition. At this time there are several projects recognized by the Creative Commons. At conclusion, each will be assessed for the facilitation of these student learning outcomes through the required capstone experience. Students and their supporting faculty may earn one or all of the following: Digital merit badges, prominent graduation medallions, and A-State transcript recognition.

Ronald Sitton, Multimedia Instructor
Intercoder Reliability and Accurate Measurement: Assessment for a General Education Course
Students take the Mass Communication in Modern Society course for a General Education requirement. To properly assess student learning, students in all sections of the course – both on-campus and via distance learning – complete a media literacy essay each semester. Following the Spring 2016 course, essay grades indicated a wide variance in the intercoder reliability scores. Starting in Fall 2016, additional steps were taken to address concerns that all essays be evaluated in an equitable fashion. Steps included giving students a practice essay and providing feedback prior to their writing the essay for university assessment. Additionally, course instructors evaluated a random sample of essays to determine whether they were properly using the grading rubric provided to students at the time of the media literacy essay assignment. After these additional measures were implemented, course instructors met with Arkansas State University’s Director of Assessment, Dr. Summer DeProw, to determine the validity of the exercise and grading rubric. Intercoder reliability improved, which led to questions about the previous grading method, the timing of the prompt (given the contentious nature of the 2016 election), the requirement of outside sourcing, essay length, writing sophistication, and potential professor guilt. Given the improvement in intercoder reliability, course instructors concluded major changes to the grading rubric were not necessary, agreed the practice essay improved student work, and resolved to attempt to find less controversial topics for future essay prompts.
Susan Whiteland, Assistant Professor of Art Education

Concepts in Art Education ARED 3803 is described as a study of historical and contemporary philosophical concepts in art education. Beginning in the Spring of 2013 the course included an ipad enhancement and students were instructed to create an ibook using ibook author. Content for the ibooks consisted of students’ writing that reflected on their research in historical and contemporary art education pedagogy. Topics such as formalism, child centered approach, discipline based art education, essentialism and common core, criticism and aesthetics, multiculturalism, social reconstruction, visual and material culture were included. The course also provided opportunity for students to further their understanding of concepts through hands on experiences related to the topics. At the beginning of the course and at the end students were surveyed on their comfort level in working with ipads and computers. During the course students wrote weekly reflections on their understanding of the reading material, and their class experiences including the technology. Growth was documented. The students also offered suggestions for improving the course. The course has had minor changes since 2013. A major difference in this year’s iteration of the course is a collaboration component that includes peer editing or co-authorship of the books. In so doing I am studying how the course can effectively become an on line option. Assessment is ongoing with students providing feedback and documenting their understanding of technology as well as art education concepts. This presentation will share what students are learning.

Special Thanks

The Office of Assessment would like to express a special thanks to Arkansas State University’s faculty and co-curricular student learning leaders for their participation in our 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 graduate assistants and intern, Shanmukha Priya Narendranath, Kiara Smith, and Kyle Davis. The oral presentations were a great success because of Dr. Gina Hogue, Eric Coleman and Paige Walker’s expertise. Final thanks goes to all attendees who helped make Learn@State a success.
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.