

LEARN @ STATE

A Celebration of Student Learning



Reng Student Union

March 4, 2020

Chancellor's Office



One of the things that makes Arkansas State University distinctive is the passion that our faculty members bring to the classroom. Our professors and instructors care deeply about college teaching and learning, and there is no better indicator of that than seeing their participation in Learn@State. This level of dedication to the teaching craft is too rare these days at other national research universities. I look forward to learning more how students learn, how best to assess that learning, and about how I can become a better professor. Welcome to Learn@State!

Best,



Kelly Damphousse
Chancellor

Provost's Office



This is an exciting moment for A-State as we host the fifth annual Learn@State. The Office of Assessment has partnered with the Faculty Retention Discussion Group to expand this important event to become a full day dedicated to teaching and learning. In addition to our faculty presentations, our distinguished guest, Dr. Saundra McGuire, will share her thoughts and experiences on student learning throughout the day.

This year the theme is “A Day of Impact,” to help foster a community of learning on our campus. Learn@State not only celebrates the featured success stories, but also aims to encourage continuous improvement in every classroom, as well as to inspire faculty members to share these ideas with one another. My hope is that faculty know their efforts are recognized and attendees leave motivated to continue promoting a culture of learning at A-State.



Alan Utter
Provost

**A DAY OF IMPACT
ARKANSAS STATE**

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Faculty-Student Success Committee

The Faculty-Student Success committee (FSSC) examines best practices for student success inside the classroom and collaborates on faculty-sponsored events that promote these best practices.

Lori Neuman-Lee	Allyn Ontko
Deanna Barymon	Stacey Sloas
Bert Greenwalt	David Newman
Sarah Kendig	Galen Perkins
Jerrod O. Lockhart	Toccara Carter
Meagan Medley	Marc Williams
H.Steve Leslie	Jacques D. Singleton
Loretta N. McGregor	Paul A. Finnicum
Weston Sandusky	Jill Simons

Program Assessment Committee

The Program Assessment Committee (PAC) at Arkansas State University is charged with the primary responsibility of planning, advising, and directing program-level assessment. The 2019-20 PAC members are as follows:

Marika Kyriakos	Donald Kennedy
Paul Mixon	Melodie Philhours
Chris Peters	Kim Davis
Shelley Gipson	Dinah Tetteh
David Harding	Stacy Walz
Addie Fleming	Martin Huss
Nikeshia Nesbitt	Summer DeProw
Mary Elizabeth Spence	Kevin Hennings

Co-Curricular Assessment Committee

The Co-Curricular Assessment Committee (CCAC) at Arkansas State University is charged with the primary responsibility of planning and directing the assessment of co-curricular units.

Robert Robinette	Jordan Wilson
Kelli Listenbee	Heather Brake
Martha Spack	Beth Silverthorn
Katey Provence	Natalie Eskew
Tiffany Johnson	Mallory Yarbrough
Courtney Sears	Evette Allen
Emily Devereux	Kevin Hennings
Mary Elizabeth Spence	Summer DeProw
Myleea Hill	

A-State Assessment Committee

The A-State Assessment Committee (AAC) at Arkansas State University is charged with the primary responsibility of planning and directing assessment for the university learning outcomes and processes.

Shelley Gipson	Christina Akbari
Melodie Philhours	Lillie Fears
Kelli Listenbee	Tiffany Johnson
Karen Yanowitz	Wayne Wilkinson
Summer DeProw	Mary Elizabeth Spence
Kevin Hennings	

***A DAY OF IMPACT
ARKANSAS STATE***

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Event Schedule

9 – 9:20 a.m.

Dr. Saundra McGuire – *Mentoring*
Mockingbird Room

This interactive workshop will discuss strategies for effective mentoring of today's students, and will contrast the behaviors of masterful vs. misguided mentors. Techniques for producing proactive vs. problematic protégés will be discussed.

Posters & Booths on Display & Refreshments
Vaughn Lounge

10:30 – 11:20 a.m.

Dr. Shane Hunt & Dr. Sarah Scott – *Experiential Learning*
Mockingbird Room

HOWLER Oral Presentations Part I
White River Room

Posters & Booths on Display & Refreshments
Vaughn Lounge

11:30 – 1:20 p.m.

Luncheon Welcome, Dr. Jill Simons
Lunch & Keynote Speaker, Dr. Saundra McGuire
Centennial Hall

Get students to focus on learning instead of grades: Metacognition is the key!
Faculty often lament that students are focused on achieving high grades, but are not willing to invest much time or effort in learning. This session will focus on the importance of helping students acquire simple, but effective, learning strategies based on cognitive science principles.

1:30 – 2:20 p.m.

Dr. Saundra McGuire – *Motivation*
Mockingbird Room

This presentation will engage faculty in a discussion of addressing student needs for autonomy, competence, relatedness, self-esteem, and enjoyment in order to significantly increase student motivation.

Posters & Booths on Display & Refreshments
Vaughn Lounge

2:30 – 3:20 p.m.

Dr. Fabricio Medina-Bolivar & Emily Devereux – *Student Research*
Mockingbird Room

Dr. Claudia Benavides & Dean Murry – *Course Design*
Arkansas River Room

HOWLER Oral Presentations Part II
White River Room

Posters & Booths on Display & Refreshments
Vaughn Lounge

A DAY OF IMPACT
ARKANSAS STATE

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A Celebration of Student Learning

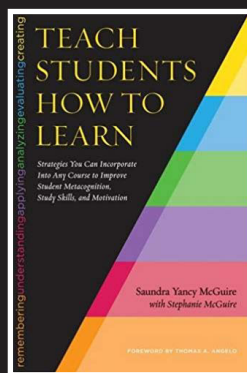
Keynote Speaker, Dr. Saundra McGuire



Dr. Saundra Yancy McGuire is the director emerita of the Center for Academic Success and retired assistant vice chancellor and professor of chemistry at LSU. Prior to joining LSU, she spent eleven years at Cornell University, where she received the coveted Clark Distinguished Teaching Award. She has delivered keynote addresses or presented workshops at over 400 institutions in 46 states and 10 countries. Her book, *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*, was released in October 2015 and is a Stylus Publishing bestseller. The student version of this book, *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level*, was released in January, 2018.

The most recent of her honors include the 2017 American Chemical Society (ACS) Award for Encouraging Disadvantaged Students to Pursue Careers in the Chemical Sciences and induction into the LSU College of Science Hall of Distinction. She also received the 2015 American Association for the Advancement of Science (AAAS) Lifetime Mentor Award and the 2014 Lifetime Achievement Award from the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCChE). She is an elected Fellow of the ACS, AAAS, and Council of Learning Assistance and Developmental Education Associations (CLADEA). In November 2007 the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring was presented to her in a White House Oval Office Ceremony. Additionally, she has achieved Level Four Lifetime Learning Center Leadership Certification through the National College Learning Center Association (NCLCA).

She received her B.S. degree, *magna cum laude*, from Southern University in Baton Rouge, La., her Master's degree from Cornell and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Exceptional Professional Promise. She is married to Dr. Stephen C. McGuire, a professor of physics at Southern. They are the parents of Dr. Carla McGuire Davis and Dr. Stephanie McGuire, and the dotting grandparents of Joshua, Ruth, Daniel, and Joseph Davis.



Invited Speakers

Invited speakers were selected based on discussions within the campus student success and student-learning assessment committees. Several themes have emerged over the last few years that center on student mentoring and research, experiential learning, and course design. The following speakers were selected based on their experiences with one of these themes and the complementary speaker is a faculty resource for ideas and assistance.



Student Mentoring and Research

Introductions by:
Dr. Fabricio Medina-Bolivar,
Professor of Metabolic Engineering

Emily Devereux,
Executive Director of Research
and Technology Transfer

Inspiring students to pursue faculty-mentored research and creativity for success

Getting students involved in research and keeping them motivated in the lab have been one of Dr. Fabricio Medina-Bolivar's most rewarding accomplishments since he joined A-State in 2005. In this presentation, he will first share his own experience when he was an undergraduate student in Peru and how research as an undergraduate student orchestrated his future as a graduate student, post-doc, and now a faculty mentor. Building a successful student research team can be challenging because of the combination of different cultures, personalities, and educational backgrounds. Medina-Bolivar will walk you through some strategies that helped him attract students to his lab and maintain their interest in research, open network opportunities for his students, and help them launch their careers. He will showcase examples of success stories along the way.

Emily Devereux will follow with how A-State's Student Research and Creativity provides programs and resources for growth in internal and external experiences for the opportunities as discussed by Medina-Bolivar. Some of the programs and resources to be presented will include internal student research and creativity competitive funding, travel grants to disseminate student research and creativity, the Create@State program, external student funding such as SURF, and coordinated student trips for regional and national conferences. Co-curricular assessment is tied to each of these experiences and programs, and we will take you through how this assessment practice will contribute to the faculty assessment endeavors for maximum impact in student research and creativity.



Experiential Learning

Dr. Shane Hunt, R.M. "Bob" Wood
Endowed Professor in Sales
Leadership and Professor of
Marketing

Dr. Sarah Mayberry Scott,
Creative Commons Faculty Fellow
and Assistant Professor
of Communication

Recognizing Collaborative and Creative Work as Anything But Common

The Experiential Learning literature speaks to the value of learning through interaction with one's environment (Dewey 1938), and students benefit when they get out of their passive recipient roles and take control and responsibility of their learning (Kolb and Kolb 2005). Personal Selling's applied nature and the complexity of skills required (Michaels and Marshall 2002) have challenged educators to shift from lecture to more experiential learning projects (Anderson et al. 2005). An important component of teaching engagement with upper-level sales students is to identify, construct, and implement a comprehensive, real world, sales project, conducted by university juniors and seniors enrolled in the Professional Selling and Sales Management class.

The project Dr. Shane Hunt created for the Professional Selling and Sales Management class was a collaboration with the Memphis Grizzlies of the National Basketball Association. Each student participates in the sales project where they sold tickets to a Memphis Grizzlies regular season home game that was projected to not be a sellout. The Grizzlies allowed Hunt and his students to buy tickets for \$12 and then the students can sell these anywhere between \$15-\$35 (\$35 is the face value of the tickets). The students distributed the profits to a local charity. When the sales reporting period ended, 40 students sold 390 tickets to the game. After the class paid the Grizzlies for the tickets, they made a profit of \$2,602. The students were able to see that thanks to their hard work, 17 children in our local community will receive food for an entire year through the program. The project received local media coverage, shining a positive light on the students, faculty, and curriculum at our university.

Dr. Sarah Mayberry Scott will follow Hunt by providing information for similar types of learning experiences in the Creative Commons. She believes longitudinal data provides evidence that high-impact practices positively affect student learning, engagement, course completion, retention, and matriculation. Faculty and staff across A-State are already providing opportunities for and mentoring students through high-impact learning experiences. The Creative Commons is a committee under the direction of Dr. Jill Simons, associate vice chancellor for undergraduate studies, that seeks to support and recognize innovative curricular and co-curricular high-impact work that is interdisciplinary and experiential-based. The committee supports and awards two types of honorary distinction: A-State Referral (for students) and A-State Signature Course (for faculty). This presentation will explain the mission and goals of the A-State Creative Commons and provide information and resources for how students, faculty, and staff can get involved and be recognized for the interdisciplinary, collaborative, and outstanding work they are already doing in their classes, leadership positions, departments, and university.



Course Design

Dr. Claudia Benevides,
Associate Professor,
Sport Management

Dean Murry, Coordinator,
Faculty Center

Student learning, Course Design, and Teaching Evaluations

Dr. Claudia Benevides will describe her journey of improvement and learning through the assessment and accreditation process. It starts with handling the accreditation process wrong and learning the "right" way to do it. Then, painfully filling out boxes with information on TaskStream to cross items from her never-ending to-do list. Within a year of checking items off the list, Benevides started seeing connections (more like disconnections) between different student outcomes across one of the three programs she works with. This prompted changes to her delivery and instruction, and her teaching evaluation scores suffered temporarily in the name of student learning as she found her stride. This was a painful, but necessary lesson for her. Fast forward to today, when the data shows high student-learning scores as well as higher teaching evaluation scores and greater satisfaction among students. In short, over the course of a four-year process, she discovered a link between assessment and accreditation processes, student learning, and teaching evaluations. Let's start a conversation on how you have been using your assessment data to influence your teaching.

Dean Murry from A-State's Faculty Center will follow Benevides and cover how you can use the Course Development Life Cycle (CDLC) and a Course Sketch to design your courses in a systematic fashion. The CDLC provides a framework for quality course design and development by focusing on eight pillars: 1) Explore and Understand Possibilities, 2) Course Planning, 3) Unit Lesson and Design, 4) Unit, Lesson and Material Preparation, 5) Quality Review, 6) Course Delivery, 7) Assessment of Student Learning and, 8) Evaluation of instructor and course outcome.

Following the CDLC allows you to build a Course Sketch that helps identify and match the course goals and student learning outcomes with your content and assessments. This helps insure that you have a balanced mix of content types and assessments to accommodate different learning styles and student preferences.

Presentation Schedule

Oral Presentations Part I

10:30 a.m.	Welcome and Introductions
10:35 a.m.	Dr. Rebekah Cole <i>MSE School Counseling Program Assessment: Preparing for the Praxis II</i>
10:40 a.m.	Dr. Karen L. Yanowitz and Dr. Katie Hill <i>Impact of sales leadership training on student ambassadors</i>
10:45 a.m.	Dr. Audrey Bowser, Dr. Kimberley Davis, Dr. Timberly Baker <i>Online Graduate Students of Color: Advancement Toward Degree Attainment</i>
10:50 a.m.	Kelli Listenbee and Tabatha Simpson-Farrow <i>Breaking Silos and Building Cohorts</i>
10:55 a.m.	Dr. Robert Williams <i>More Engaging Videos for Online Instruction: the CLIPS app</i>
11:00 a.m.	Dr. Karen L. Yanowitz, Kelli Listenbee, Porsha McGregor, Tabatha Simpson-Farrow <i>Training to tutor: Assessment of a training workshop for undergraduate tutors</i>

Oral Presentations Part II

2:30 p.m.	Welcome and Introductions
2:35 p.m.	Dr. John D. Hall, Dr. Meagan Medley, Dr. Kristin Johnson <i>The Assessment of Candidate's Professional Dispositions and Work Characteristics: Establishing Content Validity for a School Psychology Measure</i>
2:40 p.m.	Dr. LaToya Green <i>Predicting Doctor of Physical Therapy First-Time Pass Rates on the National Physical Therapy Examination Using Cognitive Variables</i>

2:45 p.m.	Dr. Elizabeth Chamberlain <i>What Is Good Writing? Assessing the Pilot of a Standardized Curriculum for Better Benchmark Performance in First-Year Composition</i>
2:50 p.m.	Tiffany Johnson <i>Translating High-Impact Learning to the Resume</i>
2:55 p.m.	Dr. Michael Bowman and Dr. Mary Jackson Pitts <i>Advisory Board Workshops – Learning From the Experts</i>

Poster Presentations

On display in Vaughn Lounge from 9:30 a.m. to 3:30 p.m.

Dr. Ryan Kelly <i>Attempting to Move the Needle on Graduate Program Candidate Satisfaction with Feedback</i>
Dr. Myleea Hill <i>Communicating Co-Curricular Assessment Campaigns</i>
Dr. Martin J. Huss and Dr. Than J. Boves <i>End of Academic Program Assessment for Undergraduate Biology Majors at Arkansas State University using the ETS® Major Field Test for Biology</i>
Tiffany N. Mosley, Dr. Audrey Bowser, and Kiffany Banks <i>Examining Technology Integration in Teacher Education</i>
Dr. LaToya Green <i>Predicting Doctor of Physical Therapy First-Time Pass Rates on the National Physical Therapy Examination Using Cognitive Variables</i>

Booths

Located in Vaughn Lounge from 9:30 a.m. to 3:30 p.m.

Office of Assessment	Career Services	Learning Commons	Study Abroad Office
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A DAY OF
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Presenters' Information and Abstracts

Dr. Michael Bowman, Associate Professor

Dr. Mary Jackson-Pitts, Professor

Advisory Board Workshops – Learning From The Experts

Over the past several years, input provided by the Advisory Board was instrumental in producing curriculum change in the Creative Media Production program. In addition to sharing their observations about the program, the Advisory Board members wanted to share their vast knowledge in the media industry with students. During the Spring 2020 semester, the CMP Advisory Board conducted several workshops focusing on advancing the careers and professionalism of Creative Media Production students. "Learning From The Experts" documents the contributions of the CMP advisory board toward the advancement of the Creative Media Production program and the personal growth of our students. The presentation demonstrates how the efforts of an advisory board can extend beyond an obligatory yearly gathering into a group of professionals invested in the success of students.

Dr. Ryan Kelly, Associate Professor

Attempting to Move the Needle on Graduate Program

Candidate Satisfaction with Feedback

One of the most significant aspects of a course learning experience for graduate program candidates is the feedback they receive from professors. This is especially challenging in a seven-week or five-week online format. Perceptions that "there is never enough feedback" are not uncommon. Hickey and Pontrello (2016) asserted a strong need for substantial formative feedback, work broken into scaffolded, intermediate due dates, and ultimately a great deal of student independence in their work as they utilize feedback. This poster presentation overviews typical feedback and support structures in two graduate level courses, examines course evaluation trends over multiple terms relative to student satisfaction with feedback, and shares multiple steps taken in order to attempt increased satisfaction with student feedback. Ultimately, this session attempts to shed light on not only the importance of feedback within a graduate level course, but also the challenges professors face in providing such rigorous and necessary amounts of feedback to program candidates.

Kelli Listenbee, Coordinator, Learning Support Services

Tabatha Simpson-Farrow, Director, Writing Center

Breaking Silos and Building Cohorts

Data shows that tutoring programs across campus have grown while supporting the university's retention efforts. We credit this success to a collaborative effort by nine independent tutoring centers to create a co-curricular tutoring cohort. Using collected data, this cohort has increased center efficiency, strengthened faculty buy-in, and invigorated administrative support. The cohort's

collaboration with IT on campus resulted in the creation of TARP, a cumulative recording and reporting system. Used as an assessment tool, this system enabled us to improve our in-center efficiency by increasing session productivity. TARP has allowed us to strengthen communication with faculty regarding the students who attend and the work completed in tutoring. One substantial benefit has been reviewing common course themes and offering increased supplemental classroom support. Additionally, partnering with Creative Services, the cohort built a cumulative web presence allowing more intuitive access to learning services across campus for both instructors and students. Each of these innovations has culminated in our collective reporting to administration; resulting in the availability of space, technology and grant opportunities that would have otherwise remained intangible. Most important though are the positive impacts our collaboration has had on learning, retention and completion.

Dr. Robert Williams, Assistant Professor

More Engaging Videos for Online Instruction: the CLIPS app

The state department, accreditors, ISTE (International Society for Technology in Education), universities, and other organizations encourage the use of innovative technologies for instruction. Apple has developed a video production app called CLIPS which can be utilized to enhance lectures and asynchronous information for online courses. Feedback from online students indicate that CLIPS has helped to make for more engaging instruction. This session will include a demonstration on the CLIPS app and show how it is currently used in online programs.

Dr. Rebekah Cole, Assistant Professor

MSE School Counseling Program Assessment: Preparing for the Praxis II

The purpose of this investigation is to see how prepared MSE School Counseling students will be to pass the Praxis II exam. The MSE School Counseling program was started in January 2019. Its first cohort of students will graduate in August, 2020 and will need to take the Praxis II in order to graduate and to become licensed school counselors in the state of Arkansas. Thus, it is imperative that the MSE School Counseling Curriculum fully prepares them to pass this exam. In this investigation, 50 students in the COUN 6053 Ethical and Legal Issues in School Counseling course will take the Interactive Practice Test provided by the Educational Testing Service (ETS). Students will be required to report their scores to the course instructor as well as complete a survey created by MSE School Counseling faculty after taking the practice test, rating their experience taking the exam. These test scores and survey results will inform the school counseling faculty regarding students' current ability to pass this exam, as well as any changes in program curriculum needed to better prepare students to be successful on this exam.

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Dr. Myleea Hill, Professor

Communicating Co-Curricular Assessment Campaigns

The purpose of the study was to explore the use of communication campaigns to increase co-curricular engagement and participation by faculty, staff, and students. The action research used the MOST model – Mission, Objectives, Strategies, Tactics – to provide a framework for co-curricular assessment committee initiatives. Senior students in a strategic communication capstone course were then assigned to develop “crash” communication plans based on the RACE model – Research, Action Plan, Communication, and Execution – to promote activities connected to the assessment initiatives. Campaigns created in the capstone course are also used to assess learning outcomes of the B.S. in strategic communication program. Campaign teams were allotted two weeks for initial research and planning, with four weeks then allocated for implementing and evaluating campaigns. Co-curricular campaigns were based on strategic communication principles and best practices. In particular, the campaigns addressed channels, gatekeepers, and messages. Key results of the action-research included the need to specify target audiences for communication purposes – not all “students” and “faculty” are the same. Findings also indicated social media is not a panacea for reaching students. Additionally, while email and the A-State App can be effective, word-of-mouth was most persuasive at increasing engagement and participation. The presentation will include templates provided to CCAC members in support of engagement/participation assessment campaigns as well as results of the student-led communication campaigns. Additionally, the presentation will provide “lessons learned” from the co-curricular campaigns and recommendations for communicating with targeted campus audiences.

Dr. John D. Hall, Professor

Dr. Meagan Medley, Assistant Professor

Dr. Kristin Johnson, Assistant Professor

The Assessment of Candidate’s Professional Dispositions and Work Characteristics: Establishing Content Validity for a School Psychology Measure

The assessment of candidates professional dispositions and work characteristics has become an important requirement for advanced programs accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is also necessary for program approval by the National Association of School Psychologists (NASP) which is a specialized professional association (SPA) for CAEP. The A-State College of Education and Behavioral Science and the Ed.S. School Psychology track are accredited and approved by CAEP and NASP respectively. CAEP not only requires the assessment of professional dispositions and work characteristics but also calls for the measure used to assess these variables to have established content validity and reliability. This presentation focuses on the development of a repeated measure and the establishment of content validity to assess school psychology candidates professional dispositions and work characteristics. Specifically, we developed a 42-item rating scale to assess candidates professional dispositions and work characteristics. Each professional disposition was accompanied by a definition (e.g.,

initiative acts and takes charge of one’s responsibilities and leads or assists in unforeseen or unassigned tasks) as was each work characteristic (e.g., accountability is responsible for all actions and inactions, acknowledges errors/mistakes, and works towards improvement). The rater is directed to rate the individual candidate on each item according to one of four possible responses (i.e., Above Standards = 3, Meets Standards = 2, Below Standards = 1, Unable to Observe/Do Not Know). Content validity of the scale was based on items from previously developed informal measures used to assess school psychology candidate’s professional dispositions and work characteristics and by surveying school psychology program coordinators of NASP-approved programs across the U.S. (N = 168). Using a Qualtrics survey, these coordinators were asked to voluntarily rate the importance of each professional disposition and work characteristics in terms of relevance according to one of four responses (i.e., Not Relevant, Somewhat Relevant, Relevant, Very Relevant). The approximate response rate was 25%. Statistical data analysis consisting of a single series of single-sample Wilcoxon signed rank tests, computation of p-values and effect sizes (ES) with nine professional dispositions and 31 professional work characteristics revealed that two of the professional dispositions and six of the work characteristics should be considered for removal from the rating scale. The initial rating scale, revised measure, and plans for future research and use with candidates will be discussed.

Dr. LaToya Green, Assistant Professor

Predicting Doctor of Physical Therapy First-Time Pass Rates on the National Physical Therapy Examination Using Cognitive Variables

The purpose of the assessment investigation was to determine whether a relationship exists among the following variables: undergraduate grade point average (uGPA), the retired form of the Practice Exam Assessment Tool (PEAT), Health Sciences Reasoning Test (HSRT), and National Physical Therapy Examination (NPTE). This study also examined whether these variables would predict first-time pass rates on the NPTE for two Doctor of Physical Therapy (DPT) cohorts. Forty-five DPT students from the classes of 2017 and 2018 were used for this study. Before the students’ May graduation, the retired form of the PEAT was administered in April. The HSRT was completed after all coursework and clinical rotations were completed. All DPT students completed the NPTE in July. A low correlation existed between uGPA and the NPTE (.303) and between the HSRT and the NPTE (.382). However, a moderate relationship was noted between the retired form of the PEAT and the NPTE (.620). The retired form of the PEAT was the only predictor variable that was significant and was included in the predictor model for first-time success on the NPTE. Based on the results, the retired form of the PEAT had a stronger relationship with the NPTE than uGPA and the HSRT and was a better predictor of first-time pass rates on the NPTE than uGPA and the HSRT. In conclusion, implementing the PEAT earlier into the curriculum might allow students to be remediated sooner and better prepare students in areas where they are deficit.

Dr. Elizabeth Chamberlain, Assistant Professor

What Is Good Writing? Assessing the Pilot of a Standardized Curriculum for Better Benchmark Performance in First-Year Composition

The first-year composition program at A-State has been undergoing a process of standardization over the last eight years, beginning with the hire of a composition specialist and the initiation of formal assessment procedures in 2012. In Su2018, a group of composition instructors worked to develop a new curriculum to pilot in about half of our first-year composition classes, aimed at reflecting field best practices and better-meeting our new student learning outcomes. In Su2019, we assessed the pilot curriculum for Composition I, a process in which, because it is completed by adjunct faculty who are on contingent contracts, we have paid faculty to participate. Our departmental resources for funding such an assessment were exhausted in that workshop, and because we only assessed the Comp I pilot in Su2019, we were left to seek alternative funding sources for assessing Comp II. Thanks to a generous mini-grant from the Assessment Office, we were able to secure enough funding to pay raters to assess 60 randomly selected pilot portfolios from Composition II in December, 2019. In this presentation, I will describe the development of the pilot curriculum, our goals in assessment, our development of new student learning outcomes and how our assessment procedures measured against those outcomes, our dramatic improvements in the last few years in Cronback's alpha and Krippendorff's alpha, and our increasing movement toward programmatic benchmarks. Furthermore, I will address the challenges of creating consistent, reliable rubric criteria for "squishy" categories like style and organization and of collecting and assessing multimodal projects.

Dr. Martin J. Huss, Associate Professor

Dr. Than J. Boves, Associate Professor

End of Academic Program Assessment for Undergraduate Biology Majors at Arkansas State University using the ETS® Major Field Test for Biology

From 2015-19, after establishing mutually agreed upon Programmatic Learning Outcomes, the faculty in the Department of Biological Sciences at Arkansas State University have attempted to use several versions of exit exams for undergraduates majoring in biology to assess these PLOs. Since implementation of the various programmatic assessment exit exams, there has been unanimous concern among the faculty in the Department of Biological Sciences that the current assessment tool is not a reliable indicator of student learning based on the curriculum and/or the effectiveness of teaching practices within the department. Through this investigation, we hope to remedy the deficiencies of our current assessment tool, by utilizing the ETS® Major Field Test for Biology. Our hope is that this new approach will provide us with an honest look at the strengths and weaknesses of our academic program so suitable changes can be made for the benefit of student learning now and into the future. In December, 2019, 36 students, identified as program completers, were given this standardized exam as a pencil-and-paper assessment and the student responses submitted for scoring to the ETS Company for grading and analyses. The preliminary findings of this round of exams, will

be discussed in this presentation to consider its merits in evaluating how well students are learning key concepts and content within the discipline, and the performance of students in this program at A-State as compared to other peer-institutions.

Dr. Karen L. Yanowitz, Professor

Dr. Katie Hill, Assistant Professor

Impact of Sales Leadership Training on Student Ambassadors

The goal of this project was to assess the impact of a sales training program on student ambassadors who participate in Preview Days and related recruitment events. Student learning takes place both in and out of the classroom. This may be especially true in the university environment, where young adults have a wide variety of experiences to engage in beyond their academic studies. These co-curricular experiences can impact students' learning, growth, and development (Suskie, 2015). The sales training was designed to teach students how to make connections with potential students and their families. Current models in sales focus on the need to be able to tailor messages to an increasingly complex audience of stakeholders. Twenty-seven student ambassadors who attended a training session held approximately two days before Preview Day completed a post-training survey. The training was organized around the acronyms RISE (reach, inspire, serve, and enrich) and HOWL (help others, own the information, walk the walk, and learning). Students felt significantly more knowledgeable about how to form relationships with others and ways to communicate, as well as significantly more confident in their abilities to do both of these activities. Eighty-nine percent agreed they learned new information about their roles as ambassadors, and 78% agree they learned information that would help them in their future careers. For example, one student said, "Relationship building was the main focus and that helps in any career you want to go into. It's all about connections."

Dr. Karen L. Yanowitz, Professor

Kelli Listenbee, Coordinator, Learning Support Services

Porsha McGregor, Academic Coordinator, College of Sciences and Mathematics

Tabatha Simpson-Farrow, Director, Writing Center

Training to Tutor: Assessment of a Training Workshop for Undergraduate Tutors

Learning Support Services at Arkansas State is an educational resource hub that focuses on student success. An important part of the unit is to offer tutoring services as well as to coordinate with other units that offer tutoring. Tutors are typically advanced undergraduates. However simply because a student does well in a class does not mean they will be effective in teaching the content. In order to best prepare students for these roles, a two-day training program was developed that presented information on various topics, such as how to use inquiry-based learning in their tutoring, and Title IX training. Students from a variety of different programs attended the training. Assessment of the training revealed students had very positive reactions. Students showed significantly high levels of agreement to statements such as "I feel attending this

training was valuable to me” and “I feel more confident about my abilities to succeed in my role after the training.” Forty-three percent of the students felt their understanding of the role of tutor had changed after the training. For instance, one student said “I felt like a tool for a student. Now I feel like I’m guidance for a student, not someone who does homework. I have a bigger impact on students and the campus than I thought.” Overall, the results showed that students believed the training workshop was time well spent and could see the benefits.

Dr. Audrey Bowser, Director, Professional Education Programs

Dr. Kimberley Davis, Associate Professor

Dr. Timberly Baker, Associate Professor

Online Graduate Students of Color: Advancement Toward Degree Attainment

Research indicates that more and more higher education institutions are expanding their online course offerings, particularly at the graduate level. Given that the graduate students are at a distance, geographically and temporally, and that knowledge and relationships are being constructed through technology, it is important to know what impact this mode of delivery has or had on the proportional representation of students of color. In this presentation, we address a singular research question: Is online degree attainment more accessible for graduate students of color? The purpose of this research is to determine whether online learning enhances minority participation in education leadership graduate programs toward degree attainment. The research will also investigate factors that contribute to the success of graduates in the program through an examination of race, gender, major/licensure, grades, and career placement of graduates regarding program completion. Ultimately, we posit that online education degree attainment is more accessible to graduate students of color and therefore, can be an avenue to train, recruit and retain more people of color into the varied education professions.

Tiffany N. Mosley, Educator Licensure Specialist &

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Dr. Audrey Bower, Director, Professional Education Programs

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Examining Technology Integration in Teacher Education

Considering the demand for teachers with a high competency of technology, assessment of how teacher candidates use technology during field experiences is an integral part of a teacher education preparation program. Much emphasis is being placed on the use of technology to aid pedagogical improvements, especially for supporting P-12 students to foster 21st-century skills. This study provides a general description of the characteristics of these teacher candidates and their beliefs about how technology is related to pedagogy and content to support student learning. The purpose of this research is to examine how teacher candidates integrated technology into their teacher education program. The Intern Technology Survey was distributed to exiting teacher interns in Fall 2018 and Spring 2019. The instrument

used was the official Technological, Pedagogical, and Content Knowledge (TPACK) survey of pre-service teachers’ knowledge provided by Denise A. Schmidt, Evrim Baran, and Ann D. Thompson. This assessment attempts to describe the nature of knowledge required by teachers for pedagogy, content, and technology integration in their teaching, as well as an understanding of how technology is related to pedagogy and content. Moreover, TPACK has significant implications for teachers’ education and professional development. The results were analyzed mainly considering the score obtained in the technological domain. The results provide important perspectives on teacher candidates’ development of TPACK, revealing the important position of pedagogical knowledge and how capstone interns view their readiness to integrate technology in their future classrooms.

Tiffany Johnson, Director, Career Services

Translating High-Impact Learning to the Resume

According to the National Association of Colleges and Employers (NACE), the top 10 skills employers want to view on resumes are leadership, ability to work in a team, writing communication skills, problem solving skills, strong work ethic, analytical/quantitative skills, technical skills, verbal communication, initiative, and computer skills. Such skills can be achieved by participating in High Impact Practices (HIPs) offered through first-year experiences, internships, diversity/global learning, learning communities, service learning and community-based learning. The teaching and learning practices of HIPs are beneficial for students to gain a competitive edge while interacting with employers. Often there is a breakdown of communication by students when articulating skills to hiring managers on their resumes. In an effort to improve this process, Career Services is exploring two models to assist on-campus and online students with resume development. Model 1: Career Services will develop a Train the Trainer model as a way to integrate career development in academic advising appointments/sessions. Academic advisers will learn key skills on how to start student resumes and reflect the application of HIPs. After the initial appointment, students will be referred to Career Services for further assistance. Model 2: Career Services will develop a Black Board (BB) course page to train online students on how to apply HIPS on their resumes. Candid Career Videos, online resume appointments, and career exploration/preparation via Career Services’ online career management tool will be used to instruct in BB. Models 1 and 2 activities should increase awareness of Career Services, impact internship and full-time employment placement, and meet Arkansas State University’s Learning Objectives II.

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