



**Focus  
on  
Assessment**

**CONFERENCE PROGRAM**

**Kauffman Foundation Conference Center**

**August 18, 2016**

**#teachKC**

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FaCET, UMKC Online, &  
the Office of Assessment



## Welcome!

Welcome to the 2016 UMKC fall teaching conference titled **Focus on Assessment!** Jointly sponsored by the Faculty Center for Excellence in Teaching (FaCET), the Office of Assessment, and UMKC Online, we are excited to welcome administrators, educators, and learners from across the Kansas City metropolitan area.

Highlighting evaluation essentials applicable to all programs, faculty, staff, students, and guests will explore the ways in which assessment is enhancing higher education. From new tools and ideas to assess student outcomes to the learning objectives basics, assessment remains a critical piece to enrich academic excellence.

David Chase, the Vice Dean of Academic Affairs at the American Film Institute Conservatory in Los Angeles will provide the keynote address at this year's conference. His discussion on Knowing About Learning: Assessment Design and Practice helps set the stage for making assessment decisions in all disciplines.

There are many people to thank for making this year's conference a success. Brandie Elliott, Nicholas Liddeke, Lara Mabry, Melissa Messina, Julie Hartwell, and Jennifer Sackhoff of UMKC Online, and Anders Carlson of FaCET, have been instrumental in bringing together resources and organizing the hundreds of details necessary to deliver a high quality conference. There would be no conference without the many speakers willing to share their expertise, experience, and enthusiasm. And finally, we would like to thank all of the participants who have taken time out of their busy schedules to attend.

Enjoy the conference, mingle over lunch, and do not hesitate to share any suggestions you have for next year's conference.

**Peggy Ward-Smith**, Ph.D., Associate Professor and Director of FaCET

**Molly Mead**, Ph.D., Manager and Instructional Designer for UMKC Online

**Cindy Pemberton**, Ph.D., Professor and Deputy Provost for Academic Affairs

**Ruth Cain**, Ed.D., Director of Assessment

**Devon Cancilla**, Ph.D., Vice Provost for Online and Distance Learning

**Focus on Assessment – August 2016 Conference**



| TIME            | Town Square   | Brookside Room  | Troost Room  | Brush Creek Room   | Paseo Room   | Kansas City Room  |
|-----------------|---|---|--|--|--|---|
| 8:00-8:30am     | <i>Registration (Reception Area)</i>  |   |  |  |  |   |
| 8:30-11:45am    | Keynote - Knowing About Learning: Assessment Design and Practice – David Chase (Town Square Room) |   |  |  |  |   |
| 11:45am-12:30pm | <i>Lunch – Town Square</i>  |   |  |  |  |   |
| 12:30-1:20pm    | Follow-Up on Keynote (Chase)  | Preparing Future Faculty Through an Online Graduate Certificate Program (Friend, Barber, Maher, Schlein)                                    | Creating Innovative Solutions to the Challenges of Teaching Large Anchor Classes (Levy, Everett)                             | Managing Cultural Differences to Teach ESL/International Students (Holland-Wempe)    | <u>Accelerated Sessions:</u><br>1. ePortfolios as Assessment Tools (Ajmi)<br>2. Assessing Open Access (Burns)<br>3. The Interactive Syllabus (Ellis-Claypool)  | Blogs in the Online Classroom (Doss, Phegley)                                 |
| 1:30-2:20pm     |   | Tests, Rubrics and Analytics: Using Blackboard to Provide Continuous Formative and Summative Feedback in Your Course (Liddeke, Mabry, Mead) | Tools for Complete Collaborative Course Design from Assignments to Outcomes (Rose)   | The Campus-wide Graduate Writing Initiative at UMKC (Friend, Bollinger, Salvo-Eaton) | <u>Accelerated Sessions:</u><br>1. Layered Competency: A New Model for Higher Education (Speer)<br>2. Focus on Images: Assessing Your Use of Images (Hartwell)<br>3. Word Styles for Accessibility (Messina) | Universal Design for Learning and Trauma-Informed Practices (Petri)           |
| 2:30-3:20pm     |   | Managing and Assessing the Completeness and Quality of New Online Courses (Crossland, Ramirez, and Sudduth)                                 | Designing an ePortfolio to Assess Undergraduate Nursing Student's Progression in Clinical Competencies (Belchez, Luckenbach) | The Basics of Learning Objectives (Barker)   |  | Quantifying Quality: Using Rubrics for Project Based Learning (Panther, Marx) |

**Focus on Assessment  
Detailed Schedule**

8:00 – 8:30 a.m.  
Registration in the Reception Area

8:30 – 11:45 a.m.  
Welcome and Keynote Address in the Town Square

**“Knowing About Learning: Assessment Design and Practice”**  
David Chase



David Mills Chase is the Vice Dean of Academic Affairs at the American Film Institute Conservatory in Los Angeles, California. He leads the planning, development, evaluation, and execution of the Conservatory's academic administration. He serves as the Accreditation Liaison Officer to WASC Senior College and University Commission and oversees specialized accreditation with the National Association of Schools of Art and Design.

Before arriving at the AFI Conservatory, David served as the Senior Associate Director of Institutional Effectiveness at the University of the Pacific, and also as the Assistant Dean of Pacific's Conservatory of Music. Trained as a musician, he has brought the perspective of the artist to issues surrounding academic quality, accreditation, and learning assessment in his work in higher education administration. He is active in educational research, is a frequent presenter on issues surrounding teaching, learning, and assessment, and with Jill Ferguson and Joseph Hoey co-authored the recently published book *Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic* (Common Ground, 2014).

11:45 a.m. – 12:30 p.m.  
Break and Lunch

12:30 – 1:20 p.m.  
Breakout Session #1

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| <p><b>Town Square</b></p>    | <p><b>Follow-Up on Keynote</b><br/><i>David Chase</i><br/>Continue the conversation with the keynote speaker.</p>   |
| <p><b>Brookside Room</b></p> | <p><b>“Preparing Future Faculty Through an Online Graduate Certificate Program”</b><br/><i>Jennifer Friend, PhD, Associate Dean, UMKC School of Graduate Studies</i><br/><i>Carolyn Barber, PhD, Associate Professor, UMKC School of Education</i><br/><i>Michelle Maher, PhD, Professor and Program Coordinator, UMKC Department of Higher Education Administration</i><br/><i>Candace Schlein, PhD, Associate Professor, UMKC School of Education</i></p> <p>UMKC prepares graduate students for faculty careers at diverse institutions through the graduate certificate in College Teaching and Career Preparation, a program known as Preparing Future Faculty (PFF). This presentation shares a collaborative effort led by the School of Graduate Studies and three faculty members from the School of Education to convert the PFF program to a 100% online delivery to provide greater access to students. The six PFF Seminar courses and three courses in the School of Education will be online certified as part of this project: (1) The College Student, (2) Educational Psychology: Focus on Teaching in Higher Education, and (3) Apprenticeship &amp; Conference in College Training. The presentation will share the faculty members’ plans to re-design courses through online learning strategies such as gamification (students earning badges for achieving learning outcomes), and goals for restructuring each course to facilitate and assess learning in online learning environments.</p> |

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| <p><b>Troost Room</b></p>      | <p><b>“Creating Innovative Solutions to the Challenges of Teaching Large Anchor Classes”</b><br/> <i>Gayle Levy, PhD, Associate Professor of French and Honors College Director, UMKC</i><br/> <i>William Everett, PhD, Curator's Professor of Musicology, UMKC</i></p> <p>Teaching large Anchor classes can pose challenges for instructors who want to create classroom community and a vibrant setting for student participation in class discussion and team projects. In this break-out session Profs. Bill Everett and Gayle Levy share some of those challenges and possible solutions that they have used.</p>   |
| <p><b>Brush Creek Room</b></p> | <p><b>“Managing Cultural Differences to Teach ESL/International Students”</b><br/> <i>Stephen Holland-Wempe, Language and Intercultural Specialist, UMKC Applied Language Institute</i></p> <p>Managing visible and invisible cultural differences is essential in assisting ESL/ESOL/ELL/international students in Discourse/Anchor courses, and applicable to other courses as well. In this workshop, we will explore explaining the cultural expectations we have of our students. We, as instructors, may not be aware of some or many of our culturally based expectations and how they differ with what students have learned in their original culture and first language, e.g. organization in presentations and essays, which, in another language, are many times new and abstract for ESL/ESOL/ELL/international students. These differences, for example, are embedded within a culture and for native speakers of a language frequently much easier to learn. Often international students need further and more in-depth learning in this regard. What are some opportunities to help fulfill this need? Thus, this workshop focuses on exploring the management of cultural differences for teaching ESL/ESOL/ELL/international students.</p>  |
| <p><b>Paseo Room</b></p>       | <p><b><u>Accelerated Session:</u></b></p> <ul style="list-style-type: none"> <li> <p>• <b>ePortfolios as Assessment Tools</b><br/> <i>Ayyoub Ajmi, Digital Communications &amp; Learning Initiatives Librarian, UMKC</i><br/>                     Electronic portfolios are a great way to engage students in an active learning process by giving them the opportunity to gather, record, and reflect on their own work. The value of portfolios go beyond the classroom as they can also be used to help students during the transition between education and employment. In this session, I will share some examples of electronic portfolios used in higher education as well as a video-based format we introduced to our law students.</p> </li> <li> <p>• <b>Assessing Open Access</b><br/> <i>Tom Burns, Research &amp; Instruction Librarian, UMKC</i><br/>                     This accelerated talk assesses where we are with the Open Access (OA) publishing model. Catch up with OA and see how it has grown and what it might mean for you and for your students.</p> </li> <li> <p>• <b>The Interactive Syllabus</b><br/> <i>Janis Ellis-Claypool, Teaching Assistant Professor, UMKC School of Nursing and Health Studies</i><br/>                     It's in the syllabus! How many times do you get questions about assignments, due dates, and requirements that are beautifully presented and clearly constructed in the syllabus? Even with our careful presentation and detail-oriented approach to this binding document, some students simply aren't reading the syllabus. Perhaps there is another way to reach our students, who just want to skip to the assignments and point distribution of the course. Practice using free software from smore.com to create an "interactive syllabus" and discover if there is another way to ensure all students engage with the assessment details in your course.</p> </li> </ul> |
| <p><b>Kansas City Room</b></p> | <p><b>“Blogs in the Online Classroom”</b><br/> <i>Crystal Doss, PhD, Assistant Teaching Professor, UMKC Department of English</i><br/> <i>Jennifer Phegley, PhD, Professor and Associate Chair, UMKC Department of English</i></p> <p>This breakout session will describe how to use blogs in the online classroom. The session will cover the rationale behind using blogs, provide sample blog assignments, and show two ways to assess blogs, including sample rubrics.</p>   |

| 1:30 – 2:20 p.m.<br>Breakout Session #2 |   |
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| <b>Brookside Room</b>                   | <p><b>“Tests, Rubrics, Analytics: Using Blackboard to Provide Continuous Formative &amp; Summative Feedback”</b><br/> <i>Nicholas Liddeke, Instructional Technologist, UMKC Online</i><br/> <i>Lara Mabry, Instructional Designer, UMKC Online</i><br/> <i>Molly Mead, PhD, Manager, Instructional Designer, UMKC Online</i></p> <p>Blackboard’s toolset includes many features that provide the instructor information about student performance and participation. These same tools also empower instructors with the ability to regularly inform students about their progress in the course. Join us for a fast paced look at some examples of how these tools can be used in your class to help increase student awareness of his/her progress towards the overall goals of the course.</p>  |
| <b>Troost Room</b>                      | <p><b>“Tools for Complete Collaborative Course Design from Assignments to Outcomes”</b><br/> <i>Greg Rose, PhD, Director of Online Operations, Park University</i></p> <p>Have you ever wanted to completely design a course collaboratively via the cloud? Or take a basic set of course descriptions, assignments and course outcomes and be able to easily diagram the whole course structure? Would you like to visually build and check your entire course’s design with aligned outcomes and assignments linked exactly together? Would you like to build project management and development benchmarks into this visualized design so a team of faculty and instructional designers can convert it to a cohesive online experience? By the end of this workshop you will learn the basic techniques to accomplish all of these goals! Dr. Rose will present a demonstration of a cloud-based app which can be used by faculty and/or instructional designers to extensively map outcome alignment, assignment planning and course effectiveness. During the demonstration a planning map containing curricular elements for assessment planning and course-design reviews will be built.</p>   |
| <b>Brush Creek Room</b>                 | <p><b>“The Campus-Wide Graduate Writing Initiative at UMKC”</b><br/> <i>Jennifer Friend, PhD, Associate Dean, UMKC School of Graduate Studies</i><br/> <i>Kara Bollinger, Graduate Writing Specialist</i><br/> <i>Jennifer Salvo-Eaton, Head of Resource Sharing and Graduate Student Services for UMKC University Libraries</i></p> <p>Written communication is a significant part of the graduate student experience and optimizes future career success. This presentation provides an update on the Graduate Writing Initiative (GWI) at UMKC to expand graduate student written communication skills. Graduate student (N = 537) and faculty (N = 142) survey results indicated that additional resources were needed for students to build strong writing skills. A Graduate Writing Advisory Committee (GWAC) was formed with diverse student and faculty representatives. GWAC members facilitated monthly writing workshops open to all graduate students and created online writing resources that included a Blackboard organization site, a webpage, and video tutorials. A partnership was also formed with the Emeritus College to provide one-on-one mentoring, and the Graduate Writing Specialist piloted peer writing groups. The results of these GWI activities will be shared, followed by an open discussion among attendees related to lessons learned and future plans for the GWI.</p> |
| <b>Paseo Room</b>                       | <p><b><u>Accelerated Session:</u></b><br/> <b>• Effective Classroom Communication</b><br/> <i>Steven Melling, PhD, Assistant Teaching Professor, UMKC Department of Communication Studies</i><br/> <i>Malcolm Gordon, Assistant Director of the UMKC Debate Team and Adjunct Professor, UMKC Department of Communication Studies</i><br/> <i>Chandler Johnson, Adjunct Professor, UMKC Department of Communication Studies</i></p> <p>Employers have expressed concern that recent graduates lack soft skills, specifically communication skills. Though students learn about effective communication in a general education class, they may not be encouraged to use these skills throughout their coursework. In this session, experienced faculty from communication studies will offer tips on how to foster effective communication in the classroom, regardless of the discipline. Presenters will cover: differences between academic and professional communication; addressing speech anxiety; and translating public address skills to digital platforms.</p>   |

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|                                | <p>• <b>5 Minute Animations</b><br/> <i>Amanda Grimes, PhD, Teaching Assistant Professor, UMKC School of Nursing and Health Studies</i><br/>                 The attendees will learn how to use the basic component of using Powtoons animation software. This will provide them with the skills to create fun lectures that keep the attention of students.</p> <p>• <b>Animoto Basics</b><br/> <i>Janis Ellis-Claypool, Teaching Assistant Professor, UMKC School of Nursing and Health Studies</i><br/>                 Our students respond to short videos with colorful images, and engaging music. The average viewing session on youtube is 40 minutes, which means users and clicking through several videos in one sitting. What if you introduced a topic, or provided a quick review before a quiz, or highlighted the achievements of your students with a custom video? Would they watch and be engaged with the display? Discover a simple online software that allows beginners to create engaging, colorful videos with very simple tools and very little time.</p> |
| <p><b>Kansas City Room</b></p> | <p><b>“Universal Design for Learning and Trauma-Informed Practices”</b><br/> <i>Alexis Petri, EdD, Director of Interdisciplinary Training, UMKC Institute for Human Development</i></p> <p>Tackle two buzz words with one concurrent session: universal design for learning and trauma-informed practices. Faculty and instructors interact with a broad range of students and it can be difficult to understand students’ experiences and the barriers they face. This session will cover the basics of universal design in college-level courses, with practical ideas for supporting faculty in designing accessible classes. Because trauma-informed practices are related to universal design for learning, this session will also share information on the basics on strategies to help mitigate the presentation trauma. The interactive portion of the session will give participants practice using the 3 c’s – comfort, control, confidence – to help students take control of their learning.</p>  |

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| <p>2:30 – 3:20 p.m.<br/>                 Breakout Session #3</p> |  |
| <p><b>Brookside Room</b></p>                                     | <p><b>“Managing and Assessing the Completeness and Quality of New Online Courses”</b><br/> <i>Marty Crossland, PhD, Professor and Associate Vice President for Instructional Technology &amp; Online Education, MidAmerica Nazarene University</i><br/> <i>Mike Ramirez, Assistant Professor of Education Technology, MidAmerica Nazarene University</i><br/> <i>Amy Sudduth, Instructional Designer, MidAmerica Nazarene University</i></p> <p>MidAmerica Nazarene University has been building about fifty new business courses in support of three new online business programs. After evaluating three available quality management systems, we chose the eCampusAlberta Quality eToolkit (<a href="http://quality.ecampusalberta.ca/">http://quality.ecampusalberta.ca/</a>). This system is licensed under free Creative Commons Attribution, and comprises a comprehensive rubric to assess course quality. We combined this quality management tool with intensive faculty training, plus assignment of instructional designers to team up with each faculty member to build the courses. We established a two-part cycle of quality management, with a minimum threshold of quality required before course launch, and then a second cycle of post-instruction improvements with a higher minimum threshold. This presentation is an interim report on this project, which is now about 75% complete.</p> |
| <p><b>Troost Room</b></p>  | <p><b>“Designing an ePortfolio to Assess Undergraduate Nursing Student’s Progression in Clinical Competencies”</b><br/> <i>Chito Belchez, Clinical Assistant Professor, School of Nursing, University of Kansas</i><br/> <i>Alyson Lukenbach, Clinical Learning Specialist, School of Nursing, University of Kansas</i></p> <p>Clinical experience provides opportunity for nursing students to build clinical reasoning, management and evaluation skills. Clinical immersion experience allows nursing students to integrate prior learning in the role of baccalaureate generalist nurse as provider of care. During this clinical immersion, students learn how to evaluate client changes and progress overtime and develop a beginning clinical competency and proficiency in delivering safe patient care (AACN, 2008). Assessment of nursing student’s clinical competencies requires standardized structure and processes that can be easily used by instructors and students in clinical setting. Using an ePortfolio to assess student’s clinical competency and track student progression can provide a platform for both student and instructor to monitor development in the program.</p>  |



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| <p><b>Brush Creek Room</b></p> | <p><b>“The Basics of Learning Objectives”</b><br/> <i>Kendra Barker, Instructional Designer, UMKC School of Nursing and Health Studies</i></p> <p>Have you ever asked yourself “Why is it so important to develop appropriate learning objectives prior to developing a course or training?” This session will answer this and other important questions. Focus will be on creating SMART learning objectives. Time will be spent learning how to use Bloom’s Taxonomy effectively and appropriately. Discussion will include the learning objectives ABCDs (audience, behavior, conditions, degree) and Mager’s Tips on Instructional Objectives. Included will be the “do’s and don’ts” of writing learning objectives. An exploration of various topics that should be represented in learning objectives and what are “nice-to-know.” Examples will be shown to create a better understanding of what it takes to create impactful learning objectives.</p>   |
| <p><b>Paseo Room</b></p>       | <p><b><u>Accelerated Session:</u></b></p> <ul style="list-style-type: none"> <li> <p>• <b>Layered Competency: A New Model for Higher Education</b><br/> <i>Carolyn Speer, PhD, Manager of Instructional Design and Technology, Wichita State University</i><br/>                     Attendees will be able to apply the layered competency model to their own classes and classes they are designing for others. Attendees will also reflect upon the use of external digital achievements and their place in modern online education.</p> </li> <li> <p>• <b>Focus on Images: Assessing Your Use of Images</b><br/> <i>Julie Hartwell, Instructional Technologist, UMKC Online</i><br/>                     Using images can add action to your presentations, but do you know how to assess that you use those images ethically and legally? Come learn or heighten your understanding of image use in the classroom, on websites, and in conference presentations. This session will touch on copyright, creative common licenses, and public domain; search for stock images; and cite your images appropriately.</p> </li> <li> <p>• <b>Word Styles for Accessibility</b><br/> <i>Melissa Messina, Instructional Designer, UMKC Online</i><br/>                     The attendees will learn how to use the Styles tool in Microsoft Word to make documents accessible in compliance with the ADA requirements and Section 508 of the U.S. Rehabilitation Act. Participants will discover that in the process of designing flexible and accessible content, their materials will be clearer and more accessible for everyone.</p> </li> </ul> |
| <p><b>Kansas City Room</b></p> | <p><b>“Quantifying Quality: Using Rubrics for Project Based Learning”</b><br/> <i>Dea Marx, Coordinator of Field Experiences, UMKC School of Education</i><br/> <i>Leah Panther, Assistant Teaching Professor, UMKC School of Education</i></p> <p>The shift to online learning comes with major shifts for instruction. As instructors and designers create more project based learning opportunities, demand cooperative work from students, and prepare learners for the demands of a 21st century workforce the question is: how do you quantify 21st century skills? While the instruction may change, the traditional assessment system still relies on points, percentages, and letter grades. This session will share several rubrics used by national and international organizations to assess 21st century skills such as cooperation and collaboration. Additional time will be spent on how to modify the rubrics for your particular context.</p>   |