

Concurrent Sessions

Sunday, April 11 - Monday, April 12, 2010

Sessions are arranged by time and date

Sunday, 2:30 – 3:30 pm			
Presenter(s)	Title	Abstract	Tracks (Primary track in bold)
Keston H Fulcher, James Madison University	CS1: Assessing the Assessment: Communicating Expectations for Academic Programs	Any basic presentation on assessment will stress the importance of establishing objectives. They articulate in specific terms what a student should know, think, or do as the result of a program. This same framework could be applied to assessment itself. What does an institution expect faculty within programs to know, think, or do about assessment? For the past three years James Madison University has been refining a rubric used by the Center for Assessment and Research Studies to evaluate assessment reports. The audience will learn about and debate this rubric, which is intended to represent JMU's expectations for exemplary program assessment.	Assessment for Faculty Tests & Measures
Katrice Hawthorne, Alexei Matveev, Remica Bingham Norfolk State University	CS2: Giving Faculty and Students a Compass: Moving Assessment from a Private to a Collaborative Activity	Structured collaborative assessment sessions (CAS) have proven effective in improving student learning. When interdisciplinary groups of faculty gather collectively to assess student work, the institution as a whole benefits. Collaborative assessment sessions cultivate a culture of collective learning. Student learning outcomes are more clearly defined and assessment criteria are consistently aligned providing faculty and students with a compass to guide their instructional and learning strategies and processes. The CAS proves that when faculty collaborate and share best practices they are able to identify student strengths and weaknesses and create curriculum, assessment, and professional development activities to address those needs.	Conference Theme Assessment for Faculty
Thomas Sieland, Embry-Riddle Aeronautical University	CS3: Using Direct Assessment to Improve Student Learning in a General Education Physics Course	General Education program outcomes were used to guide the assessment of student learning in a physics course. Student learning outcomes that mapped to program outcomes included assessing students' problem solving skills. Thus, student performances on a summative exam given in the fall 2008 term were compared to overall and content assessment goals. A faculty focus group reviewed the results, made recommendations for improving student learning, and changes were implemented to improve student problem solving skills, in a formative sense, prior to students taking the assessment in future sections of the course. The changes resulted in measurable improvement in student performance.	General Education
John Fischetti, University of North Carolina at Wilmington Benjamin M Coulter, TaskStream	CS4/SCS1: Using E-Portfolios to support accountable and sustainable change for 21st century teacher education programs	As a way to assess the attainment of professional standards, North Carolina adopted evidences in a uniform rubric for use in all teacher education programs across the state. This presentation will highlight the North Carolina TaskStream User Group (a voluntary state-wide consortium of teacher education programs) and will describe use of the Learning Achievement Tools (LAT) as a means for candidates to develop evidence-based electronic portfolios, have those assessed in TaskStream by faculty, and ultimately submit evidence/portfolio samples and assessment reports electronically to the Department of Public Instruction, largely replacing the traditional campus visit component of accreditation/state program review.	Tools & Processes (Sponsored Session With TaskStream)
Stephanie Helms Pickett, Eulena Jonsson, C Colgate (Cole) Taylor, Duke University	CS5: Lemons into Lemonade: A Proactive Response to a Changing Institutional Climate through Assessment and Professional Development	In this interactive session, presenters will describe how Duke University's Division of Student Affairs has responded to pressure exerted by students, parents, administrators, and other university stakeholders to show a return on their investment(s) as the nation's economy has declined and tuition has continued to skyrocket. Stakeholders want to know what exactly students will be learning, not only academically, but also in cocurricular areas.	Student Affairs & Academic Support Conference Theme
Robin Anderson, Javarro Russell, Anna Zilberberg James Madison University	CS6: Assessing Information Literacy: An Examination of the Information Literacy Test (ILT)	The Information Literacy Test was developed in response to requests from institutions looking for an instrument to assess student learning objectives aligned to the ACRL standards. Librarians, faculty, and assessment and measurement experts contributed to the instrument's development. Since its release, over forty institutions have used the online assessment instrument. This session examines the ILT, its development and recent expanded findings from investigations into the functioning of the assessment instrument with students from a variety of institutions. Changes in needed information literacy skills and implications for assessing information literacy are discussed.	Tests & Measures General Education

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Sunday, 3:45 – 4:45 pm			
Presenter(s)	Title	Abstract	Tracks (Primary track in bold)
Leslie Rach, Amy Stevens, Kathleen Wood Gallaudet University	CS7: Connecting the Dots: Critical Thinking Initiative and Faculty Development	We set out to assess our Freshman Foundations Program (a part of our General Studies Program), which was designed to develop the critical thinking and bilingual (American Sign Language and English) skills of our students. We collected both direct and indirect measures of student critical thinking, and initial analyses were disappointing: students were not making appropriate gains, and they didn't see the emphasis on critical thinking we professed. Faculty insisted that they had taught the skills. We thus changed our assessment focus from what teachers were doing to what students were doing to build their critical thinking skills—were these student activities working? This simple question refocused our data-driven program assessment loop, which has become more learning-centered. An explanation of data sets, including course level student performance data, course evaluations, peer observations as well as institutional measures like NSSE and FYI, will be contextualized as tools for course improvement. We will involve participants in an examination of their program assessment loops and will engage in a discussion of how to overcome barriers to having the necessary agility, even in routinized cycles.	Assessment for Faculty General Education
J Worth Pickering, Tisha Paredes, Old Dominion University Stephen C Zerwas, UNC-Greensboro	CS8: Collaborating with Resistant Faculty and Staff to Assess and Improve Student Learning	Changing the institutional culture for evidence based decision making (assessment) causes conflict among faculty and administrators and requires development of a good change strategy and leadership skills. Changing the culture requires the ability to identify resistance and create a plan to manage it. The goal of this program is to discuss how we can use the concepts of conflict management, change theory, and leadership to change the institutional culture on our campuses to support assessment of student learning. The presenters will share some observations and lessons learned through their experience and encourage others to offer suggestions as well.	Conference Theme
Suzanne O'Hop, Cheryl Wilson, Harrisburg Area Community College	CS9: Putting Professors in the Role of Students: Initiating General Education Assessment at the Community College	What happens when your college finds out during an accreditation visit that your institution has never clearly defined its general education program? We will focus on how members of a newly formed assessment team revived the conversation about general education outcomes by using an electronic portfolio project that put professors in the role of students. We will discuss how this project placed strategically targeted faculty members into an electronic portfolio "assignment" and how several key conversations surfaced about general education at our college. Come and see if you would make a good student in our "general education course."	General Education Assessment for Faculty
David Shupe, eLumen Collaborative	CS10/SCS2: Student Learning Outcomes and the End of Assessment	Nine years after Peter Ewell reset the terms for outcomes assessment in "Accreditation and Student Learning Outcomes: A Proposed Point of Departure," the point of arrival is now clear. Assessment, understood as extra activities, will end when colleges and universities define each degree as a set of expected learning outcomes and track each student's progress as a developing set of actual learning outcomes.	Tools & Processes (Sponsored Session With eLumen)
Curtis Naser, Fairfield University	CS11: Using RA's to Assess Resident Engagement	We asked RA's to assess their residents on a 9 trait rubric that looks at engagement and relationship to the RA. RA's assessments correlate well with student academic performance and some measures on national surveys. There also appears to be at least a weak relationship with retention. RA assessments are easy to produce electronically and provide real time assessment of student engagement. Assessments can also provide an opportunity for staff to engage with specific students who may not be engaging. We will share our assessment rubric, the electronic system we used to deploy it and share results.	Student Affairs & Academic Support Tools & Processes
Pattie Johnston, Jay Ribiero, Mike Wilde The University of Tampa	CS12: Enhancing the reliability of the Multiple Choice Question: Construction and Evaluation	The Multiple Choice (M/C) question is a widely used selected response item in university classrooms. They have wide application for assessing varying learning levels and are one of the few item types that allow for easy item evaluation. There are rules for M/C questions that if implemented, create well written items. There are also two values professors may look at to check for item evaluation. The item evaluation finds questions that are "bad" so that they may be removed from the test. The values are referred to as difficulty and discrimination indices. Most scantron machines will report these two indices. The purpose of this presentation is to review item writing rules and discuss the meaning of the two indices.	Tests & Measures Assessment for Faculty

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Sunday, 5:00 – 6:00 pm			
Presenter(s)	Title	Abstract	Tracks (Primary track in bold)
Donald Staub, Carteret Community College	CS13: Are They Learning What We Think We're Teaching? Exploring the Assessment of Distance Learning	Carteret Community College in North Carolina is not unlike most colleges with burgeoning online programs. For over a decade, the focus has been on providing faculty with the skills to deliver effective online instruction. For the last three years, the college has placed increasing emphasis on the assessment of online instruction. Participants in this session will engage in a practical discussion of the college's multi-pronged approach for assessing the quality of distance learning. A peer-review process evaluates instructor Blackboard sites. Student surveys and end-of-course evaluations provide user feedback. And, assessment of learning outcomes are the proof in the pudding.	Assessment for Faculty
Beverley Taylor, Miami University	CS14: Assessing a Large Curricular Redesign Project Focused on Increasing Student Engagement	Through redesign of high enrollment courses this project aims to create systemic change in undergraduate learning. The project has implemented learning models that are inquiry driven, call for active learning, and place students at the center of the learning experience. Formative assessment has been provided to faculty using classroom observation, student focus groups, surveys of student attitudes and perceptions, and direct assessment of student work. It is now time to think about summative assessment. What effect has the project had on the institution? Our ideas for attacking the problem will be shared and additional ideas sought from the audience.	Conference Theme Assessment for Faculty
Timothy G Laurent, Lynchburg College	CS15: Assessing the Assessment Plan to Ensure a Useful Process	Assessment provides the evidence to produce curricular changes. But how often do we assess the assessment plan to determine what changes need to be made with the plan itself? In 2006 Lynchburg College conducted a self study of its general education assessment plan. As a result, several changes were made. The College moved from a course embedded assessment plan to one that combines course embedded and institution level assessment. This session takes the participants through the self study process and resultant changes. Participants will reflect on their own institutional assessment plans to apply some of the lessons learned.	General Education
Christopher Jake Morrow, Pia Wood University of Tennessee at Knoxville	CS16: Introducing Outcomes Assessment through International Education	The presenters will discuss the University of Tennessee at Knoxville's assessment plan for its SACS International/intercultural Quality Enhancement Program (QEP) entitled "Ready for the World." The presenters will explain the transition from assessment for accountability to outcomes assessment for improvement and will discuss the curricular and co-curricular programs as well as the types of assessment tools and instruments. Finally assessment results will be shared.	International and Experiential Education
Karen C Jones, Jean Silagyi-Rebovich Winthrop University	CS17: Lessons learned: designing an integrated web-based solution to document outcomes assessment across the institution	Design and implementation of a web-based system to report campus-wide assessment is presented. Challenges, costs, staffing, time, technology, and educational needs related to developing a reporting system that accommodates administrative, academic and educational support units are discussed. Participants will compare the relative benefits and disadvantages of developing a web-based system or purchasing commercially-available software. Examples used will focus on administrative and academic support unit assessment.	Tools & Processes
Tonya Lambert, Sarah Mannino, Dusty Krikau, Robin Anderson, James Madison University	CS18: Assessing Alternative Breaks: Examining student learning outcomes in Alternative Break participants and leaders	This session illustrates the JMU assessment process through an examination of the University's Alternative Thanksgiving Break program. The week-long trips emphasize leadership, interpersonal skills, problem-solving, and civic responsibility. Trip leaders and participants are administered assessments on two separate occasions. Comparisons are made between the Pre-trip and Post-trip results for each of the subscales. In addition, trip leaders are compared to trip participants. The 2009 findings and implications for program improvement are discussed.	Student Affairs & Academic Support International & Experiential Education
Dawnita Gilmore, Kelli Rainey Johnson C Smith University	CS19: Assessing Student Engagement at the Classroom Level	The Classroom Survey of Student Engagement (CLASSE) is an experimental modification of the National Survey of Student Engagement (NSSE) enabling one to examine variation in student engagement at the classroom level. Through the combined efforts of faculty members and the Institutional Research office, results are used to assess program outcomes as well as the University's Quality Enhancement Plan (QEP). Participants will gain an understanding of the CLASSE survey process, results and analysis, and ways to use the information collected.	Tests & Measures Assessment for Faculty

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Monday, 10:30 – 11:30 am			
Presenter(s)	Title	Abstract	Tracks (Primary track in bold)
Scott Heinerichs, Loretta Rieser-Danner West Chester University	CS20: Assessing Information Literacy at Course and Program Levels: Strategies and Resources	A changing student population, as well as the widespread influence of technology within society, has obligated faculty to recognize the importance of information literacy and serve to ensure the development of student competence in this area within and across disciplines. This session will focus on understanding the assessment of information literacy through the collaboration of two disciplines, Psychology and Sports Medicine. Multiple assessment strategies will be discussed, successfully implemented assessment measures and results will be shared, and widely-available resources for the development of measures to assess student learning of information literacy will be highlighted.	Assessment for Faculty Student Affairs & Academic Support
Zoann K Snyder, Eric W Gustafson Western Michigan University	CS21: Building a Culture of Assessment with Sociology Students	We address how an assessment culture may be enriched by engaging students in a conversation about learning processes rather than content. Anecdotal evidence suggests students feel unprepared for their capstone course, or they feel competent in skills, but believe classes are taught as isolated subjects and they are not shown how to put "it all together." Focus groups used in prior years have generated a wealth of information, but have not been entirely successful in generating structured self-reflection by students. How do we enable students to critically assess their educational experiences? We discuss our efforts at building an assessment culture informed by students.	Conference Theme Assessment for Faculty
David Eubanks, Johnson C. Smith University Kaye Crook, Coker College	CS22: Ubiquitous Core Skills Assessment	The mission and general education goals of Coker College include a common list of "core skills": effective speaking, effective writing, analytical thinking, and creative thinking. For six years Coker has assessed these across the whole curriculum using a simple faculty-driven method. Methods, results, and uses will be discussed. Note that the method is based on direct familiarity with student work; assessing a section of 300 students wouldn't work, so this is most suitable for smaller schools.	General Education
Karel Updyke, Butler University	CS23: Using Required Internship Assignments for Assessment of Undergraduate Business Program	During their required internships, business students must write several papers, which we use to assess their thinking, oral presentation, and writing skills. We also use the papers to assess their knowledge and ability to apply business concepts to their organizations. Through this assessment, we found that we need to drastically strengthen the global aspects of both the undergraduate and graduate programs. In addition, we found that we need to develop systematic methods through which to help students enhance their problem solving and critical thinking skills.	International and Experiential Education Assessment for Faculty
Deb Leeper, WEAVEonline	CS24: Mapping: A Powerful Collaboration Tool	How can mapping facilitate collaboration? The tool can be used to develop new curricula, programs, and services; to see how core general education outcomes/objectives are addressed in the major; to determine where there are gaps in learning opportunities; and to track the types and suitability of assessments used across the curriculum. Discover how you can use mapping to take teaching, learning, and service discussions to a new level through mapping.	Tools & Processes (Sponsored Session With WEAVEonline)
Ivette Chavez, John Martin Arizona State University	CS25: Bridging the Gap: Increasing Retention Rates through Summer Transition Programs	Arizona State University, through its Summer Bridge Program, experienced a retention rate of 94% of all its 2007 participants. This presentation will discuss the current structure of ASU's Summer Bridge program, its partnerships and data results. Participants will have an opportunity to engage in discussion on how to develop similar programs on their campuses.	Student Affairs & Academic Support
Barb Thompson, Patricia Opong Columbus State Community College	CS26: Let Your Rubric Do the Talking	This session is intended for instructors in any discipline who want to learn how to construct and use a rubric to assess student work. Rubrics are an important tool for several reasons: (1) The instructor's expectations for an assignment are detailed clearly for students; (2) Rubrics provide feedback about student strengths and weaknesses; (3) As an evaluation tool, rubrics distinguish between levels of competency; and (4) Rubrics can be used across the curriculum to assess almost any type of assignment.	Tests & Measures Assessment for Faculty General Education

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Monday, 10:30 – 11:30 am (continued)			
Belva Jones, Michael Harrington Bambi Douma University of Montana	CS27: Closing the Loop in Assessment: Root Cause Analysis	Couched in the quality management literature, this workshop will present two difficult student learning problems recently faced by the University of Montana. We'll chronicle the way in which we discovered and defined the problems, how we uncovered the root causes of the problems, how we found solutions, and how we verified that our solutions worked, with dramatic results. We will show how to use proven methodologies from the quality literature, such as SIPOC, logic trees, cause-and-effect diagrams, barrier analysis, and change analysis. No statistical background is necessary for participation in this session.	Tools & Processes Conference Theme
Erin Bentrim-Tapio, Ashley Babladelis, Kim Sousa-Peoples University of North Carolina-Greensboro	CS28: Student Affairs Student Employment: Learning and Earning	This study will review the impact on student learning outcomes of student employment in the Division of Student Affairs at a doctorate-granting public university with "high research activity". How the application of the Frameworks for Assessing Learning and Development Outcomes (CAS, 2006) was used in the instrument development and planning process will be shown. Discussion will include how the results will be used to impact future training and development opportunities for student employees. Consideration will also be given to the impact of student employment on retention. Participants will have the opportunity to explore and share their own experiences.	Student Affairs & Academic Support

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Presenter(s)	Title	Abstract	Tracks (Primary track in bold)
Roger Werbylo, Shelly Dorsey Pima Community College	CS29: Making Student Learning Outcomes and Assessment a Part of the Culture	This session will focus on: (1) techniques to engage both full-time and adjunct faculty in the assessment process; and (2) methods of consistently and efficiently delivering assessment information to faculty. Challenges and solutions to creating faculty dialogue will be discussed using a successfully implemented “SLO Week” as one of several formats to be presented. An online professional development course to familiarize faculty, staff and administrators with SLOs and assessment will be featured. This course is available to all college employees on the college portal. Participants will be involved in group discussions in which successful methods of engaging faculty are shared.	Assessment for Faculty
Virginia Trovato, Amber Lyda Appalachian State University	CS30: Assessing Cross-Department and Interdisciplinary Programs: Challenges and Opportunities	The Counseling Center and Career Development Center at Appalachian State University have found success working together to help students with career issues through our peer education program, Peer Career. For the past 10 years assessment has been a critical piece of our operations. As an interdepartmental program, we have sometimes struggled with how an assessment plan fit into an integrated program within both our departments. In this session we'll discuss the successful strategies and challenges of implementing an assessment plan that overlaps units as well as how collaborative assessment works within our division in a time of changing organizational structures.	Conference Theme Student Affairs & Academic Support
Chad Rohrbacher, Beth Kaufka North Carolina A&T State University	CS31: Formative Assessment Informing Curriculum	UNST 110 Critical Writing is the primary general education writing requirement in North Carolina A&T State University. Students are introduced to critical thinking, strategies for reading comprehension, and research and writing processes adaptable to traditional disciplines and majors. This is often the only writing-intensive course students take, which highlights the imperative that we do all we can to ensure students leave our course with the foundational writing skills. This presentation specifically examines the role of formative assessments in the development of its curriculum and explores how those assessments are used to specifically inform student learning.	General Education
Nick Gozik, Duke University Stephen Duke, Wake Forest University, Sam Morris, North Carolina State University	CS32: Assessment and Education Abroad: Life on the Front Lines	Three universities in the Triangle – Duke University, North Carolina State University, and Wake Forest University – will share their education abroad programs' assessment processes, with an emphasis on their holistic nature and on how use of assessment data is audience-driven. Special attention will be paid to the realities of conducting assessment in the "real world" setting of an education abroad office, including challenges related to collaboration with other units on campus and resource limitations. Following the presentations, a roundtable discussion will permit audience members to ask questions, share their own assessment practices, and help generate best practices.	International and Experiential Education
Diane Harvey, Yvonne Belanger Duke University Libraries	CS33: Creating a Culture of Assessment in Libraries	Assessment in academic libraries has traditionally centered on quantitative measures of library collections, users, and budgets. A new campus climate of assessment has changed the kind of data the library collects, and the way that assessment information is used to develop collections and services. The Duke University Libraries have moved toward a culture of assessment through a process of staff development, capacity building, datagathering initiatives, and collaboration with other campus units. This presentation will describe why and how the Libraries are creating a new way of looking at library services, and help participants strategize about how to develop a culture of assessment in their campus unit.	Student Affairs & Academic Support
Stephen Zerwas, University of North Carolina at Greensboro Tisha Paredes, Old Dominion University	CS34: Content Analysis, Simplifying Complex Data	Content analysis is a powerful approach to systematically identify the characteristics of communication and make inferences about its meaning (Stemler 2001). Frequently content analysis procedures are under-utilized because of the labor intensity of performing an analysis. Computer applications facilitate the analysis of large amounts of data, but frequently the cost of learning complex applications and using their functionality exceeds the benefit of their use. Participants will have the opportunity to apply content analysis procedures. Program presenters will demonstrate a content analysis computer application and provide a list of software resources. A trial content analysis application will be provided to participants.	Tests & Measures Student Affairs & Academic Support

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Monday, 3:15 – 4:15 pm			
Presenter(s)	Title	Abstract	Tracks (Primary track in bold)
Delindus Brown, Quantisa L. Bradberry, Anthony Vann, Oyita B. Udiani Saint Augustine's College	CS35: The Impact of Learning Outcomes (LOs) in the Basic Communication Course on Student Self-Assessment	Research shows that learning outcomes developed and implemented by students enrolled in the basic communication course can enhance academic self-assessment, create meaningful relationships between student and professor, and establish a professional bond between mentor and student (<i>Models of Mentoring in Communication</i> , 2004 and <i>Outcome Thinking and Management</i> , 2009). In this descriptive study, the presenter and co-presenters have found that students, who use the same learning outcomes mastered in the communication basic course, can also apply those communicative skills learned much more readily and effectively, in particular, in a second major or general education course taken during the same semester.	Assessment for Faculty Conference Theme
David Eubanks, Kelli Rainey, Johnson C. Smith University Jon Shannon SC Governor's School for Science and Mathematics	CS36: Strategic Planning and Stakeholder Analysis	Johnson C. Smith University is in the process of transforming itself. We will give an overview in this session of the planning processes we are using, including stakeholder analysis, logic models, strategic benchmarking, project management, and the data systems that track these.	Conference Theme Strategic Planning & Budgeting
Dylan Markham, Tonya Lambert, [Donna Sundre not attending] James Madison University	CS37: Assessment of General Education: Can Promising Feedback Motivate Students?	This session reports on the impact of promising students' feedback and interpretive information on their general education assessment test scores and motivation. We compared the quantitative (QR) and scientific (SR) reasoning test scores and examinee motivation scores (Importance and Effort) for two large representative samples of entering first year students. All comparisons resulted in significant differences ($p < .001$; effect sizes varied from .15-.53) favoring those informed they would receive feedback and interpretive information. In addition, we offered and measured student preferences for two different types of feedback information (norm and criterion referenced).	General Education
Abdou Ndoye, Scott Imig, Jayson Richardson University of North Carolina at Wilmington	CS38: Assessing the impact of international practicum	While developing a globally-minded workforce has become a priority for many higher education institutions, assessing the impact of international education experiences remains a challenge. This presentation will focus on approaches, methods, techniques and tools used to assess the impact of an international practicum in Europe. The researchers will discuss specific tools used to measure the outcome of this experience, lessons learned as well as how results of the assessment are being used to inform instructional practices and other curricula aspects.	International and Experiential Education
Allen Dupont, NC State University	CS39: Developing Multiple Choice Exams for Higher Order Thinking	Multiple choice tests are an unfortunate necessity in many higher education settings, and with budgetary pressures leading to larger class sizes this is unlikely to change. The unfortunate aspect is that multiple choice tests tend to measure only memorization. This session will provide some basic guidance in how to prepare multiple choice tests that measure higher order thinking skills, giving us better assessment data and motivating students to go beyond memorization as they prepare for our tests.	Tests & Measures
Terri Maue, Embry-Riddle Aeronautical University	CS40: Evaluating the Assessment Instrument: A Cross-Disciplinary Approach to Improving a Writing Rubric	In 2008, a group of English/Humanities faculty created a writing rubric to help instructors across the curriculum assess student writing and provide specific feedback for improvement. Five months after the rubric was released, a survey revealed that nearly 70% of instructors were not using it. A major reason cited by respondents was that they considered the rubric inapplicable to their courses. They also frequently suggested that the rubric be simplified. Follow-up project participants took a cross-disciplinary approach to answering these objections, which resulted in 14 suggestions for simplifying the rubric and providing training in its use across the curriculum.	Tests & Measures General Education Assessment for Faculty
Jason Chaffin, Cape Fear Community College	CS41: Assessing Critical Thinking as a General Education Core Competency	This program describes the assessment process developed by Cape Fear Community College as part of its Quality Enhancement Plan (QEP) to improve students' critical thinking skills. Specifically, this program explains how CFCC assesses its students' critical thinking skills in the General Education core curriculum through an annual institutional portfolio process. This program addresses all the components of this assessment process, including: sampling procedures, faculty notifications, rubrics, norming procedures, and results analysis. Further discussion relates this assessment process to institutional planning and faculty development activities.	Tools & Processes General Education Assessment for Faculty