The Role of Assessment in Student Success: How do YOU Define Student Success?

February 28 and March 1, 2013
Hotel Albuquerque at Old Town
Albuquerque, NM
New Mexico Higher Education Assessment Association, Inc.
A New Mexico Non-Profit Corporation

Established in 1997 to promote improvement in New Mexico Higher Education through outcomes assessment; to increase communication, cooperation, and sharing of resources and ideas on outcomes assessment in higher education; and to advance the efficiency of outcomes assessment in higher education in the State of New Mexico.

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Conference Locations
2012 Hotel Albuquerque at Old Town
2011 Hotel Albuquerque at Old Town
2010 Hotel Albuquerque at Old Town
2009 Hotel Albuquerque at Old Town
2008 Hotel Albuquerque at Old Town
2007 Hotel Albuquerque at Old Town
2006 Las Cruces Hilton Hotel
2005 Sheraton Old Town – Albuquerque
2004 Marriott Pyramid North – Albuquerque
2003 Las Cruces Hilton Hotel
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2001 Albuquerque Hilton Hotel
2000 Las Cruces Hilton Hotel
1999 Albuquerque Hilton Hotel
1998 Albuquerque Hilton Hotel
1997 Las Cruces Hilton Hotel
1996 Las Posada de Albuquerque
1995 Four Seasons – Albuquerque

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2009 Fred Lillibridge (Doña Ana Community College)
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2006 Larry N. Smith (Eastern New Mexico University – Retired)
2004 Tom L. Root (University of New Mexico)
1999 Deborah Bentley (Eastern New Mexico University)
Welcome to the 2013 New Mexico Higher Education Assessment and Retention Conference

On behalf of the New Mexico Higher Education Assessment Association (NMHEAA) and the New Mexico Higher Education Assessment and Retention (NMHEAR) conference steering committee, we welcome you to the 2013 annual conference, themed The Role of Assessment in Student Success: How do YOU Define Student Success? It is our hope that each of you will leave with a clearer sense of how focusing on assessment and retention can improve student learning and success on your campus. Those of you who have attended this conference in the past know that New Mexico has substantial knowledge and expertise to share around these issues. Those of you who are new to the conference will soon discover this to be true. And this year’s program is no different. We are confident that your attendance here will enhance the teaching, learning and retention of the students at our colleges and universities.

In keeping with our tradition of hosting a nationally recognized guest speaker, this year we are especially pleased to welcome Dr. George Kuh, Indiana University Chancellor’s Professor Emeritus. Dr. Kuh directs the National Institute for Learning Outcomes Assessment (NILOA) and publishes and presents on topics related to institutional improvement, college student engagement, assessment strategies, and campus cultures. In addition, he has been a consultant to more than 300 institutions of higher education and educational agencies in the United States and abroad. Our appreciation goes out to New Mexico State University for shared sponsorship of Dr. Kuh. Other sponsors this year include ACT, always a loyal supporter, the University of Phoenix, CIM Technology Solutions, and Adams State College.

The NMHEAR annual conference is designed for faculty, staff and administrators involved in higher education assessment and retention activities. As mentioned above, this year’s conference features a national expert in assessment and retention, as well as locally-grown assessment and retention experts. Representatives from the New Mexico Higher Education Department will also present updates from Santa Fe.

The NMHEAA is a group of dedicated volunteers motivated by a shared vision that assessment will be used to enhance quality and expand learning opportunities across institutions of higher education in the state of New Mexico. By virtue of your attendance at this conference, YOU are a member of the Association and are therefore invited to attend the Board of Directors open meeting at 7:15 am on Friday morning. There will be two main agenda items: the election of a new President of the Association and the initiation of planning for the 2014 Conference.

We extend a hearty welcome to you all, and thank you for your participation in the conference. We look forward to the many opportunities we will have in the next two days to share and explore both successes and challenges in assessment and retention at our many, and varied campuses.

Shelly Stovall
President, New Mexico Higher Education Assessment Association
New Mexico Higher Education Assessment and Retention Conference 2013

The Role of Assessment in Student Success:
How do YOU Define Student Success?

Thursday, February 28, 2013

Conference Registration
7:30 a.m. – 4:00 p.m.

Pre-Conference Workshops
Thursday 8:30 a.m. – 11:30 a.m.
(Pre-registration and a $60 fee are required)
[Breakfast not provided]
[Break at 9:45 – coffee and light snack served]

Workshop 1

Location          Franciscan
Title             The Quality Assurance Implications of High-Impact Practices and Related Improvement Efforts
Facilitator       George D. Kuh, Indiana University Chancellor’s Professor Emeritus and Director, National Institute for Learning Outcomes
Abstract          This workshop will take a deeper look at several high-impact practices such as intensive writing, service learning, learning communities, student-faculty research, and culminating experiences. We will also devote time to discussing how and why these and other potentially high-impact practices have such unusually powerful effects. Participants will be invited to describe the kinds of student experiences available on their campus that have the characteristics of high-impact practices, how these features can be adopted for use to enrich learning outcomes in classrooms, labs, studios, and other settings, and their assessment implications. In addition, time will be devoted to what we are learning from related work conducted by the National Institute for Learning Outcomes Assessment (NILOA) about related innovations such as the Degree Qualifications Profile and transparency efforts.
Workshop 2

Location  Alvarado B
Title  Identifying Key Performance Indicators: The Foundation of an Institutional Dashboard
Facilitator  Jeffrey Seybert, Director, National Higher Education Benchmarking Institute
Abstract  Over the last 10-15 years higher education has been confronted with increasing mandates for accountability and transparency. Colleges and universities have a responsibility to their various stakeholders to provide accurate, concise, easy-to-understand, up-to-date information and data about organizational performance. A key tool available to facilitate this process is an institutional dashboard—a brief document that graphically displays critical institutional information in a succinct, easily understood, visually appealing format. A critical component of the dashboard is a set of key performance indicators (KPIs). This workshop introduces the concepts of dashboards and KPIs, reviews the sources for and individuals involved in identifying KPIs, and outlines the steps involved in creating a set of institutional KPIs. Workshop participants will work in small teams in a simulation exercise to first identify several hypothetical components of their institution's "core business" and then to extrapolate first-level KPIs to measure the effectiveness of the institution in accomplishing those major institutional priorities.

Workshop 3

Location  Alvarado C
Title  Learning Outcomes Logs -- How Can We Know What They Have Learned Unless We Ask Them? Preconference
Facilitators  Chris Burnham, Regents Professor of English, New Mexico State University-Las Cruces
            Rebecca Powell, Graduate Student, New Mexico State University
Abstract  LOLs are concentrated writing exercises used to monitor student progress toward achieving specific learning outcomes for a course. An often overlooked means of assessing learning is simply to ask the learners themselves. Supplementing more traditional assessments like exams, students are asked periodically to assess the progress of their learning. Based in reflection-in-action and continuous assessment theory, teachers provide a list of the course learning outcomes and a list of recent class-related activities. Students then write paragraphs explaining how a specific class activity helped them master one of the specific learning outcomes. Once students have addressed one outcome, they cannot address it again until progress on every other outcome has been assessed. Over the course of a semester, the teacher monitors whether students understand how class activities target specific outcomes and can adjust pedagogy in light of the assessment. LOLs have been used successfully in graduate and undergraduate classes, and also for program assessment. Our workshop will have four parts: 1. history and theoretical justification; 2. practice reading and assessing student responses; 3. using LOLs for program as well as classroom assessment, and 4. discussing how participants might use or adapt LOLs to their circumstances. Participants are encouraged to bring sets of learning outcomes they use in their teaching.
Lunch
Thursday 11:30-12:45 p.m.
Alvarado D and E

The Role of Assessment in Student Success:
How do YOU Define Student Success?

Keynote Speaker: George D. Kuh, Indiana University
Chancellor’s Professor Emeritus
Director, National Institute for Learning Outcomes

Session One
Thursday 1:00 p.m. – 1:45 p.m.

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<td>Session 1-1</td>
<td>Changing the Culture of Assessment</td>
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| Presenter | Ronald Girmus  
Assistant Professor of Biology, Science  
New Mexico State University - Carlsbad |
| Abstract | Interactive, collaborative workshop explores faculty attitudes about the meaningfulness of assessment, and examines how faculty assess student learning. Faculty determine what they would like to gain from classroom assessment in regards to student learning. This workshop provides a training model for building faculty involvement and ownership in assessment. |

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<td>Session 1-2</td>
<td>Value Added Benefits? Assessing the Efficacy of a Service Learning Program</td>
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| Presenter | Catriona T. Higgs  
Professor, Sport Management  
Slippery Rock University, Slippery Rock, PA |
| Abstract | Not all learning is classroom-based. Many valued outcomes are the result of engagement in co-curricular activities. This presentation will focus on the assessment of a required service learning program from the perspective of freshmen and senior level students. |
Session 1-3  
**Assessing the Musical Artist: Challenges, Methods and Outcomes**

**Presenter**  
Jennifer Laubenthal  
Assistant Professor of Music, Department of Music  
Eastern New Mexico University

**Abstract**  
Assessing musical artistry presents many challenges: How can you assess one’s personal musical interpretation? Which artistic skills should be assessed? How should tests be designed to best reflect the artist’s musical knowledge? This presentation will provide an approach to assessing a music program and interpreting the effectiveness of the process.

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Session 1-6  
**Novel, Successful Approaches to Assessment**

**Presenters**  
Mary Clark, Instructor, English  
Barbara Bailey, Instructor, English  
Mary Cooper-Wallace, Instructor, English  
University of New Mexico-Valencia

**Abstract**  
Using some unique sources to find ways to involve students actively in their own assessment in English, psychology, and other classes that prepare students for success in college is the topic of this interactive panel discussion. Participants will leave with specific assessment techniques they can adapt immediately.

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Session 1-7  
**Writing and Implementing Student Learning Outcomes for Student Services and Beyond**

**Presenters**  
Tonya Nelson, Director of QI and CC, Student Services  
Samuel Bachert, Manager, Online Services  
Christy Ferarto, Director EDGE, Student Services  
San Juan College

**Abstract**  
San Juan College has developed student learning outcomes for student services programs. As teaching and assessment proceed, departments are moving from being solely providers of customer service toward a greater role in helping students learn. In a workshop presentation, Nelson and Bachert will share a brief background of the assessment model and information on how to implement it.
Multiple Single-Test-Item Utilization to Assess Critical Thinking Skills

Presenter: Anthony Craig Gordon
Assistant Professor, Psychology, Arts and Humanities
Doña Ana Community College

Abstract: This presentation aims squarely at assessment in the area of utilization of multiple single examination items to measure progressive development of student critical thinking skills over the progression of a semester-long course, with each successive examination presenting items of increasing sophistication requiring progressively more skillful reasoning and decision-making.

Assessing Multilingual Writers' Success in Their First-Year Composition Class

Presenter: Pisarn Bee Chamcharatsri
Assistant Professor, LLSS and English
University of New Mexico-Albuquerque

Abstract: In this discussion, I will share assessment tools in teaching multilingual writers in a first-year composition (FYC) classroom. Participants will be encouraged to share experiences that illustrate the difficulties in assessing multilingual writers. Together, we will identify different assessment tools to use in our FYC classrooms.

Higher Education and Bullying: Is this Trending Now?

Presenters: Loretta Salas, Special Education
Irasema Padilla, Doctoral Student, Special Education
New Mexico State University–Las Cruces

Abstract: We all know bullying occurs in children’s playgrounds, inside and outside of secondary schools and sometimes even in the adult workplace, but what about higher education? One would think that this supposed sanctuary (higher education) which is filled with like-minded scholars is another place in which people compete with each other for respect and social order, however for many students bullying is also present. This presentation defines bullying in higher education, evidence/examples of bullying practices in higher education, ramifications of bullying that deter retention efforts and recommendations.
Session 1-11  **Assessment 101**

*Presenter*  
Susan L. Williams  
Professor, Business & Marketing  
Doña Ana Community College

*Abstract*  
Classroom assessment? Program assessment? Assessing student learning outcomes? What does all this really mean to me and my students? If you are new to assessment, come join us in learning how to make sense of all this information! We’ll define the verbiage, apply the information and learn how assessment can help both you and your students!

Session 1-12  **Program Prioritization: Using Assessment Data in Tough Decisions**

*Presenters*  
Faye Vowell, V.P. & Provost, Academic Affairs  
Paul Landrum, Director Institutional Research  
Western New Mexico University

*Abstract*  
The portfolio of academic programs is an institutions’ most significant asset and multiple factors must be considered when curriculum restructuring occurs. The use of objective data and criteria to assess program vitality and provide transparency is crucial to the successful implementation of change and will be demonstrated and discussed.

**Session Two**  
*Thursday  2:00 p.m. – 2:45 p.m.*

Session 2-1  **Assessing Diverse Learners with Interactive, Participatory Technologies**

*Presenter*  
Karla V. Kingsley  
Associate Professor, Teacher Education  
University of New Mexico-Albuquerque

*Abstract*  
Authentic assessments measure students’ understanding of subject matter through evidence gathered as students accomplish actual tasks or performances in the classroom. Interactive, participatory Web 2.0 tools provide ideal opportunities for learners to create projects, artifacts, and other evidence of achievement through user-generated content (UGC) that is real and purposeful.
Effects of Service-Learning on Student Retention & Success

Presenter: Monica Kowal
Visiting Lecturer: Department of English Literature & Languages
University of New Mexico-Albuquerque

Abstract: Significant research exists on how service-learning creates greater student engagement and enhances student retention and success. This presentation will provide an overview of the research supporting service-learning and its relationship to student success and will ask participants to consider ways they can use service-learning to support student engagement, retention, and success.

Converting Pupils into Learners: Learning-to-Learn Strategies for Your Course

Presenters: Gary A. Smith, Director, Office of Support for Effective Teaching
Audriana Stark, Project Assistant, STEM Gateway
University of New Mexico-Albuquerque

Abstract: Freshmen must grow beyond high-school approaches to learning in order to meet the expectations of college courses. This interactive presentation reviews research that demonstrates the challenge of transitioning from pupils to learners, and strategies to promote retention through developing habits of thinking and learning while teaching essential subject matter.

How Course Point Assessment Adds Up to Student Retention

Presenter: Lori Keleher
Philosophy
New Mexico State University-Las Cruces

Abstract: The “Course Point Assessment” system adds up points earned from daily quizzes and frequent homework assignments. I explain how this system can motivate even vulnerable and slow starting students to engage with the material frequently, and to work from the first day until the last day of the course.
D. Veena Parboteeah, MBA Coordinator, College of Business  
Eastern New Mexico University

Abstract
The purpose of this panel session is to validate that assessment of campus services using locally-developed instruments is just as effective as using more expensive commercially-produced instruments. Using a recent example where campus services were assessed through a survey and focus groups, session participants will learn about the presenters’ struggles and results.

Location  Alvarado H

Session 2-8  A Search of Predictors for Students’ Success in the Gateway Chemistry Course

Presenter  K. Joseph Ho  
Director of Chemical Education, Chemistry and Chemical Biology  
University of New Mexico-Albuquerque

Abstract
General chemistry is a Gateway course for STEM majors. What are the factors to the success of the general chemistry course? The answer to this crucial question provides important information about proper placement and effective intervention for better retention of students in STEM fields. I will present research evidence of the identification of possible predictors.

Location  Fireplace Room

Session 2-9  Assessing Student Performance in Developmental Writing: A Conversation

Presenters  Patricia Gillikin  
Coordinator of Developmental English  
University of New Mexico-Valencia

Erin O’Neill  
Assistant Professor of English, Humanities, Social Sciences and Education Division  
New Mexico State University-Alamogordo

Abstract
To foster a conversation about the assessment of developmental writing, participants will examine learning outcomes, rubrics, and actual student writing from several campuses. After a brief norming session and discussion of the results, participants will explore ways to continue learning from each other. Involvement from across disciplines is welcome.

Location  Turquoise Room

Session 2-10  Discussing Content in Math and English: From 5th Grade to College

Presenter  Marjori Krebs  
Assistant Professor, Teacher Education  
University of New Mexico-Albuquerque
Abstract
In this session participants will learn about discussion sessions held around New Mexico focusing on Math and English content. We are bringing together upper elementary, middle school, high school, community college, and university instructors to discuss content expectations all levels.

Location  Weavers Room

Session 2-11  Do U Tweet? Learn Y U Should B!

Presenters  Douglas Layer, Associate Professor, Arts & Humanities
Krista Kozel, Assistant Professor, English & Communication
Doña Ana Community College

Abstract  Research states students today read, write, study, and learn less than previous cohorts. However, 98% of 18-24 year olds subscribe to social media. Students send millions of tweets and check Facebook daily. Retaining today's students means engaging them “where they are” - online! Start Monday with these easy-to-use, effective social media strategies for getting your students to pay attention and LEARN!

Location  Potters Room

Session 2-12  Program Assessment

Presenters  Nina Javaher, Associate Professor, Computer Information Technology
Tim Chappell, Professor, Computer Information Technology
Hilda Chappell, Instructor, Business Office Technology
Jose Aranda, Assistant Professor, Library Science
Matt, Huchmala, Instructor, Paralegal Studies
Doña Ana Community College

Abstract  We will explain a program assessment project which we worked on during the NMHEAA Ruidoso Summer retreat. Through this project we came up with a plan to assess every single program in Business and Information Division at Doña Ana Community College with respect to our accreditation criteria.

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Break
2:45 p.m. to 3:15 p.m.
Sponsored by

ACT going green
THINK BEFORE YOU PRINT

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Session Three
Thursday 3:15 p.m. – 4:00 p.m.

Location       Alvarado A

Session 3-1    Assessing a Pilot Summer Bridge Program

Presenters     Apryl Joe, Advisor/Transfer Specialist, Title III- Student Services
                Velveena Cowboy, Data Analyst, Title III- Student Services
                Lisa Eutsey, Chair, English Department
                Diné College

Abstract       Diné College, a tribal institution, pilots a summer bridge program to address developmental
education and retention challenges at the college. The program targeted first-time
freshmen students who tested into one or more developmental education course(s). In this
presentation we will discuss the program components, structure and results of the program.

Location       Alvarado B

Session 3-2    Teaching Practices that Aid Student Retention for Online Educators

Presenter      L. Diane Prince
                Associate Professor, Health Information Technology
                Doña Ana Community College

Abstract       Several simple and effective "best practices" in online teaching that lead to high student
retention and passing rates will be shared and discussed. Methods for incorporating and
utilizing these practices in online classes will also be demonstrated.

Location       Alvarado C

Session 3-3    Developing General Education Rubrics and Rubric Training for Full- and Part-Time Faculty

Presenters     Tammy Watt, Associate Professor, Health & Human Services
                Fabian Novello, Associate Professor, Arts and Sciences
                Midge Hall, Professor, Arts and Sciences
                State Community College, Springfield, Ohio

Abstract       Clark State Community College is using rubrics to assess general education outcomes across
programs. This session will provide an overview of the development and implementation of
rubrics to assess college-wide general education outcomes at Clark State Community
College. We will share our experiences of developing the rubrics for writing, speaking,
reasoning, and numerical/quantitative reasoning and developing online rubric training that
allows training to be easily accessible to full-time and adjunct faculty.
Session 3-4 Using Qualitative Data to Support Valid Data-Based Decisions

Presenters George Muncieif, Professor, College of Business
Linda Baldwin, Professor, College of Business
Barbara Taylor, Professor, College of Education
Western New Mexico University

Abstract Qualitative data is frequently ignored, misconstrued, dismissed, or in some cases not collected because some in the academic community consider it time consuming to gather and inappropriate for data based decisions. Qualitative data adds richness to quantitative evaluations and may be useful for accreditation as well as other decision making purposes.

Session 3-5 Two (Easy) Ways to Teach to Retain Your Students

Presenters Tara Gray, Director, Teaching Academy
Jean Conway, Associate Director, Teaching Academy
New Mexico State University-Las Cruces

Abstract This workshop offers two (easy) ways you can retain students in your classes: Set high expectations and involve students in their learning. These two principles come from the work of retention guru, Vincent Tinto (2005) and practical examples for how to implement them in your classes will be given for each.

Session 3-6 Are We Defining Student Success in General Education so that it Really Reflects What We Value?

Presenters Julie Fitzsimmons, Art
Amal Mostafa, Math
David Smith, Chemistry & Biochemistry
New Mexico State University-Las Cruces

Abstract Faculty across campus came together to evaluate student achievement on general education (GE) learning outcomes. After students in a statistics course analyzed the data, we again engaged faculty in an open forum for their response to the findings, assessment process, and most importantly, student learning. Come see what we learned.

Session 3-7 What Role do STUDENTS Think Assessment Plays in their Academic Success?

Presenters John Reyes, Student, Office of Assessment
Guadalupe Saldivar, Student, Office of Assessment
Shelly Stovall, Office of Assessment
Tim Hand, Institutional Analysis
New Mexico State University-Las Cruces

Abstract
This session will be led by undergraduate students who developed a research project aimed at promoting NMSU’s Baccalaureate Experience Outcomes to students. Participants in the session will be taken through the process used to gather student data, including a pre-survey, self-evaluation using the Vision for the Baccalaureate Experience rubric, and discussion about the role assessment plays in the undergraduate experience, from the students’ perspectives.

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Location  
Alvarado H

Session 3-8  
Multivariate Statistical Analysis to Assess Student Performance

Presenters  
Carmen Boje  
College Associate Professor, Engineering Technology and Surveying Engineering  
New Mexico State University-Las Cruces

Cornelia Caragea  
Assistant Professor, Computer Science and Engineering  
University of North Texas

Abstract  
Multivariate statistics analysis (classification, normality of test distributions, and hypothesis testing) is used to assess student performance on their quizzes, reviews, exams, and assignments. Decisions are taken to improve the teaching methods for a diverse group of students taking ET 120 Presentation Software in the Engineering Technology and Surveying Engineering department at New Mexico State University.

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Location  
Fireplace Room

Session 3-9  
Learning Communities: A Faculty-Driven Intervention in Civil Discourse

Presenters  
David Burleson, History and Government, Arts and Humanities  
Pierre Laroche, English, English and Communication  
Shana Mason, Communication, English and Communication  
Susan Wood, English, English and Communication  
Doña Ana Community College

Abstract  
Learning communities—as an intrusive student intervention—encourage the kind of cooperation and civic interaction amongst teachers that we often claim is the purpose of general education for students. At DACC, we have implemented the use of interdisciplinary learning communities to facilitate and accelerate developmental student learning, pass rates and retention. However, what is often underreported in the literature are the direct and indirect implications for teachers as participation is conditional upon finding common
ground and collegiality across disciplines. This panel will discuss the development, use and success of this most recent evolution of our learning community.

Location Turquoise Room

Session 3-10 Are Students Interested in what We Teach or do We Entertain Now?

Abstract Are student really interested in what we are teaching anymore or do we as faculty members have to find ways to entertain them and embed content there? We have found that as students have become more tech savvy, so must we or else we lose them the first day of instruction. We will present ways in which faculty can use technology, such as a web quests and animations, to keep students in class.

Location Weavers Room

Session 3-11 Social Media: Assessment Tool or Hype?

Abstract Heard all about social media in the classroom? Wondering if it is really useful for assessing student learning or if it is just hype? Come learn how to use social media for assessment in every discipline!

Location Potters Room

Session 3-12 Assessing Programs and Areas: Closing the Loop

Abstract Program/area assessments have been valuable, and by looking at the data, problems are easily spotted and action plans put into place. At NMSU-A, programs and areas are assessed
annually. The assessment is a pro-active, ongoing process and with this latest version it is more automated and web-based.

Session Four
Thursday 4:15 p.m. – 5:00 p.m.

Location Alvarado A

Session 4-1 Resiliency and Retention in Veterans Returning to College: Pilot Study

Presenters Marilyn Dykman
Director, Veterans Resource Center
University of New Mexico, Albuquerque, NM

Phillip Callahan, Associate Professor, Education Psychology
Michael Marks, Lead Psychologist, Associate Professor, Southern Arizona VA Health Care System (SAVAHCS)
University of Arizona

Abstract The intent of this pilot program of studies is to transition returning veterans into an academic setting by establishing an academic and social framework to foster resiliency and retention. This curriculum, composed of three courses addressing resiliency, learning-teaching, and leadership, uses a recovery model approach. The program was repeated over two semesters with veterans-only cohorts. The two cohorts demonstrated significant gains in resiliency and unanimously perceived the courses as having improved their likelihood of completing college. Early results show good retention and a strong perception of success and likelihood of graduation.

Location Alvarado B

Session 4-2 Using Word Problems to Assess Students’ Understanding of Mathematical Concepts

Presenter Khaled Kassem
Assistant Professor, Science and Mathematics
University of New Mexico-Valencia

Abstract Mathematics word problems are often looked at as an obstacle that hinders students learning in the Mathematics classroom. Both students and teachers try their best to avoid these problems to be able to “complete” the content of the curriculum. I will share some technique and strategies that I have used in my college Math classes, from Pre-Algebra to Calculus, to teach word problems. I have found these technique and strategies effective in improving my students’ understanding of mathematical concepts and applying these concepts to real world situations.
Assessing Learning in New Student Orientation

Corine Gonzales, Manager Student Initiatives, Dean of Students
Tom Root, Outcomes Assessment Manager, Provost Office
Greg Heileman, Associate Provost, Provost Office
University of New Mexico-Albuquerque

Abstract

Presenters will share their experience of a pilot assessment of student learning outcomes developed for New Student Orientation. Learn about the development process, the pilot assessment method and how results are being used to improve programming for the upcoming year.

Flipped Over Success

Barbara Taylor, College of Education
Beth Reese, Miller Library
Debra Dirksen, College of Education
Western New Mexico University

Abstract

In this presentation we will discuss flipping the classroom and how it has changed the assessment process and enhanced student success.

What Matters to Student Success: The Promise of High-Impact Practices

George D. Kuh
Indiana University Chancellor's Professor Emeritus and Director, National Institute for Learning Outcomes Assessment

Abstract

Creating the conditions that foster success in postsecondary education is more important than ever. Much progress has been made during the past two decades in using active, collaborative, and problem-based learning, learning communities, theme-based residences, service learning, intrusive advising, internships, and other educationally purposeful programs and practices to enrich student learning and promote educational attainment. Despite all this activity, too often these and other effective educational practices are underutilized. In this session I will review what matters to student success, examine some key indicators of quality such as student engagement, and illustrate the kinds of policies and "high impact" practices that channel student and institutional effort toward educationally purposeful activities and often boost the performance of historically underrepresented students and the less well-prepared.
Session 4-6  Defining Student Success through Specific, Actionable Feedback

Presenters  Kelli Livermore, Campus College Chair, Humanities and Natural Sciences  Becky Kappus, Campus College Chair, Education  University of Phoenix

Abstract  University of Phoenix defines student success as improved student knowledge, skills, and abilities. To ensure student success, instructors provide specific, actionable feedback to help students improve. Using rubrics, in-text feedback, and classroom assessment techniques to provide formative and summative assessment, faculty engage students in dialogue designed to improve student success.

Session 4-7  A Look into the Tool Box: Assessing the Fine Arts/Humanities Student at Eastern New Mexico University

Presenters  Anne Beck, Associate Professor/Chair, Theatre  Bradford Hamann, Assistant Professor/Chair, Art  Suzanne Balch-Lindsay, Professor/Chair, History, Humanities, Social Sciences  Robert Elliott, Assistant Professor, Aviation Science  Patricia Dobson, Assistant Professor and Chair, Department of Communication  Eastern New Mexico University

Abstract  In our panel we will discuss the steps we took as we transitioned from an assessment previously based on "touchy/feely" measures to a set of rubrics more quantitative. Our departments were asked by our Academic Affairs administrators to articulate learning outcomes that could be measured. At times this felt like an impossible task; however, after working with our respective Deans and faculty, collaborating and sharing ideas, we produced what we think is a more practical assessment plan. We would like to share the steps we took; this will include blind alleys and difficult decisions. We will also present how each of our departments defined our categories of: the novice; the conscientious beginner; the advanced beginner; the journeyman; and the master, and categories used in the Art and Theatre rubrics. We hope to engage our audience in a lively conversation about how we in higher education attempt to both teach and to assess students in the arts and the humanities.

Session 4-8  Understanding Retention of Engineering and Science Students as Undergraduates

Presenter  Tarlochan Singh Dhillon  Associate professor, Engineering Technology  Doña Ana Community College
Abstract

In this presentation I will analyze why students choose to study engineering and also discuss any correlations between the reasons that the students choose engineering and their retention after one year into college. I will also examine if instructional methods used to teach introductory engineering courses make any difference. Results show that active and cooperative learning methods facilitate both learning and a variety of interpersonal and thinking skills. These methods may initially provoke student resistance; however, the resistance can be overcome if the methods are implemented with care.

Location **Fireplace Room**

Session 4-9  **What Determines a Successful Parachute from a STEM Gateway Course in Chemistry?**

Presenters

Sushilla Z. Knottenbelt, Visiting Assistant Professor, Chemistry and Chemical Biology
K. Joseph Ho, Director of Chemical Education, Chemistry and Chemical Biology
Sandra Jameson, Teaching Assistant, Chemistry and Chemical Biology
Ginger Cupit, Teaching Assistant, Chemistry and Chemical Biology
Dominique Maffucci, Teaching Assistant, Chemistry and Chemical Biology

University of New Mexico-Albuquerque

Abstract

General Chemistry, a gateway course for STEM students, is a 'killer course' with high attrition. Students failing it during the semester may take a 'parachute' class designed to improve student retention and success in chemistry. We present our approach to assessment of the course design, learning outcomes and student success.

Location **Turquoise Room**

Session 4-10  **I CAN be a Scientist or Mathematician! Pathways to Success**

Presenters

Diane Torres-Velasquez, Associate Professor, Teacher Education
Deborah Roberts-Harris, Assistant Professor, Teacher Education
Carlos Lopez-Leiva, Assistant Professor, Language, Literacy, and Sociology

University of New Mexico-Albuquerque

Gilberto Lobo
Science/Math Educator, Truman Middle School
Albuquerque Public Schools

Abstract

Connecting to identity for students of diverse cultures and languages contributes to their resiliency and persistence in science and mathematics education. The presenters will provide concrete examples of assessment as it relates to the many facets of students' self-identity. Cultural Proficiency and its relationship to achievement will be explored.

Location **Weavers Room**

Session 4-11  **Engaging Students to Increase Persistence Using Performance Tasks**

Presenters

David Burleson, History and Government
Elizabeth Gamboa, Math
Susan Wood, English
Doña Ana Community College

Abstract
A performance task is a specific kind of assignment that asks students to place themselves in a real-world scenario with real-world documents and then solve a problem or perform a specific task. In the session we will describe how we used performance tasks in a learning community consisting of math, writing, and history courses. At the beginning of the semester 18 students were enrolled; by the end of the semester only one student had dropped. Part of the success was certainly due to the learning community environment, but we argue that the performance tasks also contributed to the high persistence rate. Come and learn more about performance tasks and their benefits.

Location Potters Room

Session 4-12 School-Based Observations Fostering Peer Collaboration and Diversified Instructional Modalities: Strategies and Assessments for Student Success

Presenters Jayni Flores, Associate Professor
Joan Gallini, Associate Professor
New Mexico Highlands University

Abstract
In this project we focused on teacher education undergraduate students’ application of critical thinking and self-reflective skills through their observations of k-12 classrooms over 2011-2012. This paper focuses on activities, assessments, and instructional approaches the undergraduate students observed that engaged the k-12 students in a diversity of experiences with their peers from varied backgrounds; the data reveal their actual observances and most importantly, their self-reflections of the activities they perceived to be effective for motivating the young learners toward success. Examples include working on group-based projects with peers from various backgrounds and cultures, researching crops regarding their history and cultural uses, and learning about traditions around the world. The data are analyzed by categories that emerged leading to the development of practical teaching tips of collaborative activities and assessments for successful and meaningful learning.

Location East Atrium

Poster Session Posters will be displayed throughout the conference in the East Atrium

Presenters Shelly Stovall, Director of Assessment, Office of Assessment from New Mexico State University-Las Cruces and Dawnn Moore, Department Chair, Career and Technical from Eastern New Mexico University-Ruidoso will present a poster on Finding the Need for a Graduate Level Certificate in Learning Outcomes Assessment

NMHEAA Summer Retreat Participants will present work from the NMHEAA Summer Retreat 2012

Participants from the NMSU ChAMPIONS Program will present work from the past year.
Thursday Evening
5:30 p.m. – 7:00 p.m. North Atrium

You are invited to attend a reception
sponsored by

Special Thanks

NMHEAR Registration Coordinator
Malisa Molina, Eastern New Mexico University

Technical Support Professionals
Rodner Santos, Doña Ana Community College
Juan Martinez, Doña Ana Community College
Russell Jaskolowski, New Mexico State University-Alamogordo
### New Mexico Higher Education Assessment and Retention Conference

**The Role of Assessment in Student Success: How do YOU Define Student Success?**

**February 28 and Mar 1, 2013**

<table>
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<tr>
<th>Session</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>9:00 a.m.</td>
<td>Main Ballroom A</td>
<td>Changing the Culture of Assessment</td>
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<tr>
<td>2</td>
<td>Thursday</td>
<td>10:00 a.m.</td>
<td>Main Ballroom A</td>
<td>Adding Value to Assessments: Assessing the Efficacy of a Senior Learning Program</td>
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<td>Thursday</td>
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<td>4</td>
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<td>Multiple Log-file Footprints Utilization to Assess Critical Thinking Skills</td>
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<td>6</td>
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<td>Assessing Student Performance in the Classroom Using A Generic Assumptions Optimization</td>
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<td>7</td>
<td>Thursday</td>
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<td>Assessing Multilingual Writing: Success in Their First Year Compositions Class</td>
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<td>8</td>
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<td>Enhancing Retention by What We Teach</td>
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<td>9</td>
<td>Thursday</td>
<td>5:00 p.m.</td>
<td>Main Ballroom A</td>
<td>Program Prioritization Using Assessment Data in Tough Times</td>
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</tbody>
</table>
Come join us for the **NMHEAA Annual Summer Retreat**
in Ruidoso, NM
June 16-19, 2013
$2650 if registered before April 5th

Bring a team from your institution and get a jumpstart on next year’s assessment project!

Contact Pierre Laroche, Retreat Director, at plaroche@nmsu.edu for details

or visit the Website: [http://www.nmsu.edu/NMHEAR/retreat.php](http://www.nmsu.edu/NMHEAR/retreat.php)
Friday, March 1, 2013

Conference Registration
7:00 a.m. – 2:00 p.m.

You are invited to attend a
Continental Breakfast in the East Atrium
Sponsored by

6:45 a.m. to 7:45 a.m.

---

**Annual Membership Meeting**
7:15 a.m. - 7:45 a.m.

Alvarado E

<table>
<thead>
<tr>
<th>Title</th>
<th>New Mexico Higher Education Assessment Association Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Members</td>
<td>Shelly Stovall (President), Tom Root (President-Elect), Rich Kestner (Past-President), Pat Boyer (Past-President), Patrice Caldwell (Executive Secretary), Susan Wood (Conference Director), Pierre Laroche (Summer Retreat Director)</td>
</tr>
<tr>
<td>Description</td>
<td>Annual meeting of the New Mexico Higher Education Assessment Association, Inc. Items for consideration and/or action include discussion of statewide assessment issues and election of the President-Elect. <em>Meeting is open to the public.</em></td>
</tr>
</tbody>
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Session Five  
Friday  8:00 a.m. – 8:45 a.m.  

Location  
Alvarado A  

Session 5-1  
The Dynamic Assessment Model for Higher Education  

Presenters  
Boris Costa-Guerra  
Education  
Santa Fe Community College  

Leslie Costa-Guerra  
Special Education  
New Mexico State University-Las Cruces  

Abstract  
At the higher education level, assessment should be a major focus, especially for those students who are diverse. In the dynamic assessment model, we pose that educators must consider major factors of each student's repertoire like their ethnicity, age, gender, socioeconomic status and disability. Because we are in New Mexico, Native American and Hispanic students should be considered for their diverse needs in assessment as well.  

Location  
Alvarado B  

Session 5-2  
Faculty Values in Programs to Retain Under-Represented Minority Students in STEM Fields  

Presenter  
Nancy Carrillo  
Independent Evaluator  
Apex Education, Albuquerque  

Abstract  
The NM Alliance for Minority Participation oversees a battery of projects to improve retention in STEM fields. We used both a qualitative Most Significant Change technique and a mostly quantitative survey to analyze how community college and university faculty rate both the importance of projects' objectives and project success.  

Location  
Alvarado C  

Session 5-3  
Creating and Assessing Locally-Responsive Student Learning Outcomes  

Presenters  
Cristyn L. Elder, Assistant Chair, Core Writing, English  
Bethany Davila, Assistant Chair, Core Writing, English  
Charles H. Paine, Director, Rhetoric and Writing, English  
Dan Cryer, Co-Coordinator, Core Writing, English  
Lindsey Ives, Co-Coordinator, Core Writing, English  
University of New Mexico-Albuquerque
Abstract
This panel describes our efforts to assess student success by evaluating Student Learning Outcomes for a first year writing program. After sharing our methods (dynamic criterion mapping and instructor and student focus groups and surveys) and results, we end by offering strategies for creating locally-responsive program and student assessment.

Location **Alvarado D**

Session 5-4 **Alignment and Assessment: Teaching From the End**

Presenter Julia W. So
Assistant Professor, Sociology, CHESS
University of New Mexico-Valencia

Abstract
This is a hands-on workshop for educators teaching first-year college students. Sharing her syllabus, one unit handout, a quiz, and an exam, and discussing how she incorporates “one-minute paper” and “muddiest point” into small group discussions, the presenter will demonstrate how to align course work to assess student learning.

Location **Alvarado E**

Session 5-5 **Networking after Breakfast**

Location **Alvarado F**

Session 5-6 **Improving Retention in College Algebra by Highlighting Content Relevancy**

Presenters Thomas Whittaker, Math
Annette Hatch, Math
Qiao Liang, Math
Eva Rivera-Lebrón, Math
University of New Mexico-Valencia

Abstract
Students are more likely to do well and remain enrolled in introductory-level mathematics courses if they understand that the content is useful to them. We are piloting the use of an in-class project that links content to real-world problems in order to improve retention and critical-thinking ability in college algebra courses.

Location **Alvarado G**

Session 5-7 **Teaching Critical Thinking as a Skill Set in the Writing Classroom**

Presenter Susan Ferguson
Instructor, English
Diné College
Abstract
Explicit instruction in the critical thinking process can help students develop skills in analysis, evaluation, expression and self-assessment that are useful not only in the English classroom but across the curriculum. When students understand how to think critically, they feel empowered and more confident about their educational experiences and are more likely to stay enrolled in classes.

Location: Alvarado H

Session 5-8
Retention Challenges Facing Native American Students in Higher Education

Presenters
David Wright, Assistant Advisor/Graduate Students, Associated Students and Faculty, and Higher Education Administration and Leadership (HEAL)
Melissa L Freeman, Director, HEAL, School of Business
Adams State University

Abstract
Native American college students face many challenges that have a negative impact on their retention in higher education, whether they are enrolled in Tribal Colleges and Universities or mainstream colleges and universities. This research outlines those challenges and provides suggestions about how institutions can facilitate Native American student success.

Location: Fireplace Room

Session 5-9
Using Validity Statistics in Multiple Choice Exam Item Analysis

Presenter
Diane Evans-Prior
Nursing Programs Director, Health, Wellness, and Public Safety
Central New Mexico Community College

Abstract
The multiple choice exam is a staple in higher education for measuring student outcomes. While these tests are relatively easy to construct, many instructors find it difficult to analyze the results of these examination beyond distribution of answers. In this session, participants will learn about how to assess for test item validity using multiple statistical analyses: point-biserials, p-Values, and Cronbach Alpha deletions. Delivered in straightforward, easy-to-understand language, participants do not need higher degrees in statistics to participate.

Location: Turquoise Room

Session 5-10
Involving Students in the Assessment Process: Exploring Students’ Meanings of the Learning Experience

Presenter
Mariam Abdelmalak
Doctoral Candidate, Curriculum & Instruction department, College of Education
New Mexico State University-Las Cruces
Abstract: It can be argued that students should be involved in the assessment process in order to maximize opportunities for meaningful student learning. The main purpose of this qualitative case study was to explore the meanings graduate students constructed from the learning experience of involving students in the assessment process, through student-generated assignments and peer review.

Location: Weavers Room

Session 5-11: Assessing and Advancing Student Learning through a Co-Curricular Event

Presenters: Mary Dezember, Associate Vice President for Academic Affairs
Gabriela Constantinescu, Sr. Banner Technologist, Academic Affairs
Lisa Majkowski, Project Director, Academic Affairs
Elizabeth Barteau, Student SRS Co-Leader, Academic Affairs
New Mexico Tech

Abstract: By measuring student learning through a variety of assessment methods, New Mexico Tech is on its way in supporting student communication skills through our Higher Learning Commission Pathways Quality Initiative — the Student Research Symposium. Presenters will discuss planning student co-curricular events, our assessment methods, and what our data reveals.

Location: Potters Room

Session 5-12: A Definition of Success: Gains in Strategic Learning

Presenters: Joyce A. Hill, Division Head, Humanities, Social Sciences, and Education
Karen Reid, Assistant Division Head, Social Sciences
New Mexico State University-Alamogordo

Abstract: This presentation addresses the assessment of gains in strategic learning: a definition of success in College 101. Strategic learning is defined and explained. Data is presented to demonstrate how gains in strategic learning are assessed. Discussion includes the use of assessment data to modify instruction and course content.

Session Six
Friday 9:00 a.m. – 9:45 a.m.

Location: Alvarado A

Session 6-1: Closing the Loop: Assessment Feedback to Improve Instruction

Presenters: David Sicko, Instructor, Social and Behavioral Sciences
Kathleen Wildman, Chairperson, Social and Behavioral Sciences
Diné College
Abstract  Using assessment feedback over a two year period to improve the teaching of research and citations in social science and history writing at a tribal college; including assessments, rubrics, and course instructional materials as well as the development of Student Learning Outcomes that can be applied across diverse disciplines.

Location  Alvarado B

Session 6-2  General Education: From Mission to Assessment

Presenter  Andrea Cooper
Co-Chair of Assessment Team, Humanities
San Juan College

Abstract  The faculty-led Assessment Team and General Education Taskforce examined the framework and content of General Education at San Juan College. After developing a General Education purpose statement and examining where General Education fits into our institution’s framework, a procedure for assessing General Education was developed. Data has been collected for one semester and has revealed successes and challenges.

Location  Alvarado C

Session 6-3  Accuplacer/Compass and TABE/CASA Crosswalk

Presenter  Hannah Abraham-Shea
Associate Dean, School of Adult and General Education
Central New Mexico Community College

Abstract  The pressure is on at the national and state level to improve retention and to use assessment as a tool to improve instruction. But what do assessment scores mean? How do Accuplacer/Compass and TABE/CASA scores relate to one another? The use of college or program specific crosswalk answers some of these questions and provides information for decision-making. I will share the crosswalk that Central New Mexico is developing and how your institution can create a crosswalk that will benefit your students and programs.

Location  Alvarado D

Session 6-4  Developing an Outcomes-Based State Funding Formula for New Mexico

Presenters  Mark Chisholm
Director, Institutional Research
Consultant to the NMHED/staff at University of New Mexico, Santa Fe, NM

Dina Advani
Director, Research and Planning
New Mexico Higher Education Department
Abstract

Many states use funding formulas to allocate state funding to public higher education institutions, and more and more states are basing their formulas on outcomes rather than inputs. New Mexico is in the middle of a process to revise their formula from a traditional input based model to one that is based on institutional outcomes. The attendee will learn about some of the issues that are encountered when reporting measures are converted to funding measures and about some of the political issues that are encountered in such a process.

Location
Alvarado E

Session 6-5
Mid-Semester Grades: A Key to Student Retention?

Presenter
Carlon G. Ami
University of New Mexico-Albuquerque

Abstract
This study was undertaken to verify the findings of a previous pilot study in which the grades from 24 students yielded 106 individual midterm and final grades that were analyzed using SPSS (10.0) to determine the strength of the relationship between the two grade points. The results from the current study that included 111 students and 539 individual grades support the findings of the previous study which indicated that there was a strong positive correlation between midterm and final grades and that there was no significant difference between the two grade points. These findings are important because they suggest that the department of Engineering Student Services should continue the practice of requiring midterm grade checks from all students admitted to the school of engineering in pre-majors status as one avenue to augment student success. This researcher also believes that the practice can be an effective tool for student retention and success throughout the university.

Location
Alvarado F

Session 6-6
Interactive Learning Assessment

Presenters
Vanessa Svhila, Teacher Education
Elizabeth Yakes, Nutrition
Andrea Cantarero, Graduate Student, Nutrition and Public Health
Isaac Valdez, student, Digital Media
Tim Castillo, Director, ARTS Lab
University of New Mexico-Albuquerque

Abstract
Interactive Learning Assessment (ILA) is an online assessment that allows learners to take on expert roles—e.g., dietitian—and learn content as they counsel virtual clients. Results from pilot testing will be presented, and panelists will discuss multiple perspectives on ILA, addressing learning theory, instructor perspectives, and technology design.
A Simple Framework for Assessing Non-Academic Units

Presenter
Edward Hummingbird
Director of Institutional Research, Office of Institutional Research
Southwestern Indian Polytechnic Institute

Abstract
Assessment of non-academic units (administrative departments and student support services) is often viewed as an afterthought. Developing a simplified system of assessing effectiveness of administrative functions has facilitated data driven planning and budgeting at SIPI. This session maps out the process of assessing non-academic units effectively and efficiently.

Does Assessment Really Inform the Institution about Student Success on Broad General Education Outcomes?

Presenters
Patricia MacGregor-Mendoza, Professor, Languages & Linguistics
Theresa Westbrook, Associate Professor, Library Reference & Research
David Melendez, Student Program Coordinator, Center for Academic Success
Tim Hand, Institutional Researcher, Institutional Analysis
Shelly Stovall, Director of Assessment, Office of Assessment
New Mexico State University-Las Cruces

Abstract
In April of 2012, faculty across our campus came together to evaluate student achievement on general education learning outcomes. After data was analyzed, we again engaged faculty in an open forum to elicit their response to the findings, assessment process, and most importantly, student learning. Come see what we learned.

Yours, Mine & Ours...Assessment in Co-Teaching: Is a Rubric the Answer?

Presenters
Kathie Good, Department Chair, Educational Studies
Mary Kallus, Department Chair, Curriculum & Instruction
Eastern New Mexico University

Abstract
In co-teaching it became evident that two teachers equal two graders with two opinions. For accurate assessment, co-teachers must define an assessment plan for collaborative grading. Does proactively designing a rubric provide the correct answer in the mathematical equation of 1 + 1 = 3 grades: Yours, Mine and Ours?
Session 6-10 **Syllabus Success = Student Success**

**Presenter**
Beth Humphreys
Assistant Professor, English
New Mexico State University-Grants

**Abstract**
Make the syllabus a cognitive experience. A syllabus must limit information at some point or it becomes its own textbook, yet it has useful information. How many times do students arrive for class unprepared, ask for exceptions for late work, or what they missed? Clear expectations, graphic calendars and collaborative learning the first day set students up for success.

Location **Weavers Room**

Session 6-11 **Ahistoricism in the Native American Experience**

**Presenters**
Lee Bitsoi
Research Associate, Molecular & Cellular Biology
Harvard University

Lloyd L. Lee, Ph.D.
Assistant Professor, Native American Studies
University of New Mexico

**Abstract**
This session focuses on the success factors of Native American males in college despite the ahistoricism and misportrayals that Native American people have endured to survive colonialism, imperialism, and genocide. In addition, contemporary challenges facing Native Americans in higher education will be discussed, along with traditional perspectives and gender roles in demonstrating success in life, to address such challenges.

Location **Potters Room**

Session 6-12 **Developing Tomorrow's Leaders Today – Using a Challenge Course as a “Leadership Laboratory”**

**Presenters**
Eric Evertson, Manager, Yates Leadership Challenge
Brandy Holfelder, Cadet
Kristen Andrews, Cadet
New Mexico Military Institute

**Abstract**
Comprised of a Ropes Course and Leadership Reaction Course (a structured, "Super" Low Ropes) nearly 1,000 high school and junior college students participate in a "leadership laboratory" at New Mexico Military Institute. This workshop discusses a case study of leadership outcomes, assessing participants' views, and will share lessons learned from a student practitioner mentoring program.
### Session Seven
Friday 10:15 a.m. – 11:00 a.m.

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<tr>
<td><strong>Session 7-1</strong></td>
<td>The Insights on Retention Using Doctoral Cohorts</td>
</tr>
</tbody>
</table>
| Presenter  | Boris Costa-Guerra  
Education  
Santa Fe Community College, Santa Fe, NM |
| Abstract   | Doctoral cohorts have been introduced into higher education with the hopes of the retention of students. Although doctoral cohorts vary around the state in how they are set up and how they function, there are some common threads. Do these cohorts work? I will present my own experiences from the perspectives of a doc student and now as an administrator. |

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<th>Location</th>
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<td><strong>Session 7-2</strong></td>
<td>No One Size Fits All – NMHEAA Student Learning Taskforce (SLTF)</td>
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</table>
| Moderator  | Chris Burnham  
Past Chair, Student Learning Taskforce  
Regents Professor of English, New Mexico State University-Las Cruces |
| Panelists  | Shelly Stovall, Assessment Director, New Mexico State University-Las Cruces  
Tom Root, Outcomes Assessment Manager, Provost Office, University of New Mexico  
Robert Elliott, Student Learning Coordinator, Planning and Analysis, Eastern New Mexico University |
The Student Learning Taskforce (formerly the New Mexico Assessment Taskforce) of the New Mexico Higher Education Assessment Association recognizes that the best kind of assessment is locally developed, locally administered, and locally analyzed. In other words, each institution of higher education should be responsible for planning and administering the assessment of their students. What this means is that there is no single assessment that can or should be mandated by outside agencies, such as the state or the federal government, or accrediting bodies, such as the Higher Learning Commission. In this session a panel of representatives from New Mexico institutions, who also serve on the Student Learning Taskforce, will describe assessment practices on their respective campuses. The moderator of this session will also provide a brief explanation of how the newly formed Student Learning Taskforce developed out of and consequently replaced the New Mexico Assessment Taskforce.

Location  Alvarado C

Session 7-3  Assessing Community College Success: What Metrics does New Mexico Care About?

Presenters  Fred Lillibridge  
Associate VP for Accreditation, Institutional Effectiveness and Planning  
Doña Ana Community College

Dawn Kenney  
Director of Institutional Research, Office of Planning and Institutional Research  
Central New Mexico Community College

Yash Morimoto  
Assistant Vice President for Office of Planning and Institutional Effectiveness  
Santa Fe Community College

Abstract  Every year New Mexico Community Colleges report Accountability in Government Act (AGA) and Carl Perkins career-technical performance metrics. This presentation will focus on the history and current status of the AGA and Perkins metrics and discuss new proposed community college sector progress measures for “developmental education” and “progress in college”.

Location  Alvarado D

Session 7-4  Instilling Assessment: Revamping, Refining and Streamlining Evaluation of Student Learning

Presenters  Quentin Hays, Assistant Professor, Science & Mathematics  
Chad Smith, Vice-President, Student Learning  
Amy Bertramsen, Data Analyst, Institutional Research  
Eastern New Mexico University - Ruidoso

Abstract  Recent trends in higher education assessment center on quantifying student learning and defining classroom success. Definitions of success and pathways to desired educational
outcomes vary with institutional missions but share certain attributes. This workshop will describe a model for implementing a culture of assessment as realized at a two-year college.

Location: Alvarado E
Session 7-5
Grades as a Measure of Student Success: Articulating Writing Evaluation
Presenter: Elisabeth Kramer-Simpson
Humanities
New Mexico Tech
Abstract: Grades are high stakes assessments with which students and teachers often measure success. In this presentation, I will discuss ways to better define grades and student success in writing. Examples are taken from a recent case study to explore how grades impact students and teachers in the first-year writing classroom.

Location: Alvarado F
Session 7-6
Increasing Retention through a Brain-Friendly Environment
Presenter: Elizabeth Gamboa
Mathematics Instructor, Mathematics and Physical Sciences
Doña Ana Community College
Abstract: A brain-friendly environment is one that uses specific techniques focusing on how the brain learns and remembers with the goal of having students develop a deeper understanding of the concepts being taught. In this session, I will describe how the implementation of these teaching strategies increased the amount of students who made it through an accelerated sequence of pre-algebra and introductory algebra in one semester. This sequence began with 25 students enrolled, from which 21 students successfully got through all of their developmental math course work, earning a total of 8 credits. This high persistence rate was due to the accelerated environment of meeting four times a week and the brain-friendly techniques, which made learning enjoyable. Join me in exploring ways to keep our students in class through brain-friendly techniques.

Location: Alvarado G
Session 7-7
Student-Centered Practices that Promote Persistence, Retention, and Academic Success for Adult Learners
Presenter: Thomas V. Toglia
Associate Professor, Professional Technical Education
Eastern New Mexico University
Abstract

This workshop will allow participants to explore the student-centered approach to teaching and learning. Through active participation, attendees will be able to discover and assess their individual teaching style and methods and relate them to what is known about student-centered strategies that promote academic success for adult learners. Attendees will be provided materials detailing specific practices that can be implemented in their classrooms.

<<<<<

Location

Alvarado H

Session 7-8

Student Success through Team-Based Learning

Presenter

Kulbhushan Grover
Assistant Professor, Plant and Environmental Sciences
New Mexico State University-Las Cruces

Abstract

Because research shows that students are better able to understand and apply the concept when instruction is combined with group projects, a team-based learning project was introduced in an undergraduate course on crop production. See how assessment methods were used to determine the effectiveness of the project in enhancing student learning.

<<<<

Location

Fireplace Room

Session 7-9

The Use of Assessment to Guide Student Learning and Identify Learning Difficulties

Presenter

John S. Patrick
Math and Science
Doña Ana Community College

Abstract

Data on learning progress is collected using daily two question quizzes and weekly sample test. Data is correlated to objectives and is taken from non-destructive testing. Students are directly involved with analyzing results. Results guide and direct remediation. Process and results will be described in detail. We would like you to try this.

<<<<

Location

Turquoise Room

Session 7-10

Investing in the Classroom Community with Peer Learning Facilitators

Presenter

Mary Cianflone
Program Coordinator, Title V Programs
University of New Mexico-Albuquerque

Abstract

STEM faculty are investing in the success of their undergraduates by partnering with Peer Learning Facilitators (PLFs) – academically qualified undergraduates who work with instructors in low-level gateway classes to incorporate collaborative learning techniques
that improve grades and retention. PLFs provide academic support and positive mentoring relationships for high-risk students.

Location  Weavers Room

Session 7-11  University of New Mexico Graduate and Professional Student Peer-to-Peer Retention & Support Programs

Presenters  Henry C. Gonzalez, Program Specialist, Graduate Resource Center
             Talal Saint-Lôt
             Anna Cabrera
             Marisa Silva
             Stephanie Sanchez
             Cynthia Mason
             University of New Mexico-Albuquerque

Abstract  University of New Mexico provides peer-to-peer mentoring and support programs focused on graduate students to fulfill its promise of educating the next generation of underrepresented faculty and professionals. This workshop will provide a forum to discuss some of University of New Mexico’s key activities that support our underrepresented graduate students’ goal of timely graduation.

Location  Weavers Room

Session 7-12  New Mexico Higher Education Department Update

Presenter  José Z. Garcia
             Cabinet Secretary
             New Mexico Higher Education Department

Session Eight
Friday 11:15 a.m. – 12:00 noon

Location  Alvarado A

Session 8-1  Experiential Service Learning: Evaluation of Student Development and Reflection

Presenter  Dara Zafran
             Assistant Professor, Pediatrics
             University of New Mexico-Albuquerque

Abstract  The impact of service learning on student development with a special focus on the influence of self-reflection with undergraduate students was investigated. Quantitative measures included interpersonal relationships, civic responsibility, and personal competency. Findings
suggest Kolb’s theory of experiential learning can be applied to a comprehensive outcome measurement package for domestic and international programming.

**Location**

**Alvarado B**

**Session 8-2**  
**Assessment: Simulacra, Contested Meaning, and Control**

**Presenter**  
Lucretia Pence  
Associate Professor, Language, Literacy, and Sociocultural Studies  
University of New Mexico-Albuquerque

**Abstract**  

**Location**

**Alvarado C**

**Session 8-3**  
**Impact of Learning Communities for Developmental Students**

**Presenters**  
Krista Kozel, Assistant Professor, English & Communication  
Leah Wilmeth, Database Report Writer, Institutional Effectiveness and Planning  
Mary Beth Worley, Research Analyst, Sr., Institutional Effectiveness and Planning  
Doña Ana Community College

**Abstract**  
Learning communities are considered best practices of successful community colleges around the country. We will share the results of a four year assessment of several learning community models offered to our developmental students including paired, accelerated, and multi-course learning communities as part of DACC’s Achieving the Dream Leader College intervention.

**Location**

**Alvarado D**

**Session 8-4**  
**What to Expect When You’re Assessing**

**Presenter**  
Michelle Bernstein  
Assistant Director Residential Education and Assessment, Housing and Residential Life  
New Mexico State University-Las Cruces

**Abstract**  
Congratulations -- you’re delivering an assessment! You’ve heard it’s painful? That it makes your feet swell? Don’t listen to old myths about assessment. Assessing programs and services can be simple, rewarding, and FUN! In times of limited resources, campus-specific evidence can make all the difference – all without late-night diaper changes!
Noncognitive Factors for University of New Mexico Student Success

Renee Delgado-Riley
Program Planning Manager, University of New Mexico VP Student Affairs
University of New Mexico-Albuquerque

Ross Markle
Associate Research Scientist
Educational Testing Service (ETS)

Abstract
In the summer of 2012, the University of New Mexico, in partnership with Educational Testing Service, administered a non-cognitive battery measuring incoming students’ academic skills, motivation, self-regulation, and social connections. This session will discuss initial findings and potential implications for the assessment across the institution.

Using Spoken Word to Enhance Retention among Hispanic, Native and Other Students

Bill Nevins
Communications, Humanities, Education, and Social Sciences
University of New Mexico-Valencia

Abstract
Spoken Word presentations on campus and off can be used to encourage and enhance student engagement and retention in the earlier college years, freshman and sophomore levels and to encourage student literacy and critical thinking skill development which equips student for success at upper college levels.

Training Higher Education Faculty Members on Formative Assessment Techniques

Nancy McDonald
Director, Academic Affairs
University of Phoenix

Abstract
The NM Campus decided to focus campus training on improving faculty members’ use of formative assessment with the goal of boosting student learning. This presentation discusses the creation of the program, implementation of the program, observed results and campus lessons learned about creating such a program.
Location  Alvarado H

Session 8-8  Using Community Service Projects to Assess Basic Skills

Presenter  Robert Galin  
Assistant Professor, Division of Arts & Sciences-English/Communication  
University of New Mexico-Gallup

Abstract  Students often feel they have more "buy-in" for their learning when they have to relate their classwork to the benefit of their communities. This presentation looks at ways to use community service projects to build and assess basic skills.

Location  Fireplace Room

Session 8-9  Teaching General Chemistry in Multiple Dimensions

Presenter  Clarissa Sorensen-Unruh  
Chemistry Professor, MSE, Chemistry and Chemical Biology  
Central New Mexico Community College and University of New Mexico-Albuquerque

Abstract  How does offering general chemistry courses in traditional (lecture and active learning) and online (hybrid and blended) learning environments affect student learning and performance in an extremely diverse (mainly Hispanic and Native) student population? We will explore this question and others through the analysis of assessment data (gathered over 5+ years), curriculum, and online learning environments.

Location  Turquoise Room

Session 8-10  New Mexico Women in Higher Education

Presenters  Jozi De Leon  
Vice President for Equity & Inclusion  
University of New Mexico

Chalane Lechuga,  
Institutional Researcher  
University of New Mexico

Veronica Chavez-Neuman  
Operations Director  
New Mexico State University, Albuquerque Center

Abstract  Since 1973, the Office of Women in Higher Education (OWHE) of the American Council on Education (ACE) has provided national leadership in the advancement of women into executive positions and campus presidencies. They have built leadership by identifying women leaders, developing their leadership abilities, encouraging women to use their unique
abilities, advancing women's careers, linking them to other women and mentors, and supporting women in mid-and executive-level positions throughout their careers. The University of New Mexico and New Mexico State University have been working together to create a New Mexico Women in Higher Education Network associated with ACE. Come and join us if you are interested in your own leadership development or that of other women at your institution (2 year or 4 year). Help us plan activities to meet the needs of professional staff and faculty women who aspire to leadership roles.

Lunch on your own
Friday -- Noon to 1:00 p.m.

Post-Conference Workshops
Friday 1:00 p.m. – 3:00 p.m.
(Pre-registration and a $20 fee are required)

Workshop 1
Location  Alvarado A
Title  Annual Meeting of the New Mexico Association for Institutional Research and Planning
Facilitator  Fred Lillibridge

Workshop 2
Location  Fireplace Room
Title  Annual Meeting of the NMHEAA Student Learning Taskforce
Facilitator  Susan Wood

2014 New Mexico Higher Education Assessment and Retention Conference
We hope to see you all next year at the Hotel Albuquerque at Old Town Albuquerque, New Mexico
February 27-28, 2014
http://www.nmsu.edu/NMHEAR
Thank You!

The New Mexico Higher Education Assessment and Retention Conference is operated by New Mexico Higher Education Assessment Association, Inc., a New Mexico non-profit corporation. NMHEAR conference faced significant financial deficits in 2001 and 2004. Faced with the decision to either discontinue the conference or seek financial support, NMHEAA officers asked all the higher education institutions of New Mexico to become Sustaining Members in NMHEAA. Platinum Sustaining members made an additional significant contribution in 2004. The conference would not have continued without the financial support of the following higher education entities. Memberships are still available.

**Double Platinum Sustaining Members**

Doña Ana Community College

**Platinum Sustaining Members**

Central New Mexico Community College  
Eastern New Mexico University  
New Mexico State University  
University of New Mexico  
New Mexico Military Institute

**Gold Sustaining Members**

New Mexico Higher Education Department  
NMSU Office of Institutional Research and Planning

**Silver Sustaining Members**

Clovis Community College  
Eastern New Mexico University – Roswell  
New Mexico Highlands University  
University of New Mexico – Gallup  
University of Phoenix  
New Mexico Junior College  
Santa Fe Community College  
Southwestern Indian Polytechnic Institute  
Western New Mexico University