Evolution of pre and post assessment quizzes for use in assessment (Deaver and Dilley): A simple Pre- and Post-Assessment Quiz is an easy tool to implement in almost every course. For example, Tom Dilley uses a 16 question multiple choice quiz in his ENVS 101 Physical Geology Class (see attached) handed out the first day of class before any introduction. This can be scored and evaluated quickly to identify the students' incoming strengths and weaknesses. The exact same quiz is administered on the very last day of the semester and the results are easily compared to the pre-quiz (see attached handout). Emily Deaver uses a similar idea in her large ENVS 180 Introduction to Environmental Science Class, a 20 question quiz, posted in D2L that the students take the first week of class and again the last week of class (see attached questions). Deaver has tabulated and graphed the results from 2005 - 2012 quizzes for long term comparisons. Furthermore, as the next step in the assessment process, Deaver has used D2L to not only grade the quizzes but to tabulate the percentage wrong and right for each individual choice on the questions to identify common wrong answers and misconceptions. The third step in this process has been to compare the results from the pre-assessment quiz to the same questions on a cumulative final exam.

Integrating technology into the 21st century classroom (Cheng): A large majority of college students own a smartphone and are very adept with technology. Why not use their skills to your advantage and adopt an active learning agenda in your classes? We will first explore the integration of technology in the 21st century classroom, followed by a hands-on example of how to use Socrative, a smart student response system that empowers teachers to engage their classrooms through a series of educational exercises and games via smartphones, laptops, and tablets.

Psychology Program Assessment: Examples of Assessment Processes and Outcomes (Olson, Peterson, and Butler): We will first review the process we used for articulating learning outcomes for the psychology major, including integration of LEP learning outcomes. In addition, we will provide an example of how we have recently assessed our "General Knowledge" learning outcome, including a discussion of findings and need for revising the measure used. Finally we will provide examples of noting relevant learning outcome information in our course syllabi.

Sociology Program Assessment Tools: How we used a pre-post test and essay to assess student learning (Livingston and Aamlid)*:* The sociology program used a pre/post test and a video analysis essay to assess student learning outcomes in SOCI 101. We will share the strengths and weaknesses of each, and our recommendations for more effective use of these tools.

Portfolio Planning and Development to Assess Learning Outcomes in Agribusiness Management (Toland): The Assessment Plan for Agribusiness Management includes has six goals, and each goal has two student learning outcomes. The assessment of twelve student learning outcomes for any program is a challenge. After considering alternative assessment models, the Agribusiness faculty are formulating a freshman-to-senior step-wise portfolio development program that would be required of all agribusiness management majors.

Assessment survey targeting consistency in College Now Math courses (Olimb): To guarantee College Now learning outcomes and levels of achievement are equivalent to the on-campus course the Math Department has prepared a survey of all possible topics and techniques covered in College Algebra. The survey will be distributed to College Now instructors then data will be collected and analyzed to determine content consistency in our classrooms.