

CARS News



Awards

During the ceremony, Dr. Keston Fulcher was also awarded IUPUI's inaugural Improvement Influencer Award in recognition of "outstanding contributions by an individual who provides exemplary leadership for assessment and improvement beyond their institutional or organizational context."



Upcoming CARS Talks

- *SHARP (Short Answer, Rationale Provision): The Development of a Novel Item Format to Assess Clinical Reasoning* with Chris Runyon, NBME. Fri, Feb 10, 12 PM in Lakeview 1104.
- *Alumni Talks-- Journey, Key Concepts to Know, and Advice* with Hillary Campbell, Chris Orem, Laura Williams. Fri Feb 24, 12 PM in Lakeview 1104.

OSARP-SASS Partnership for Outcomes Assessment Practice

In August 2022, the Office of Student Accountability and Restorative Practices (OSARP) and the Student Affairs Assessment Support Services (SASS) within the Center for Assessment and Research Studies committed to a year-long partnership to expand assessment of student learning and development outcomes within OSARP. In January 2023, both units convened to discuss the great progress toward their shared goals related to assessment. As of January 2023, three areas of OSARP have made tremendous strides related to assessment: Restorative Practices, By the Numbers, and Student Accountability Board Training. With respect to Restorative Practices, Dylan Sorkin and Lindsay Stebbins from OSARP worked weekly with Kate Schaefer (SASS graduate student led) to articulate the program theory underlying Restorative Practices at JMU (i.e., what program components should impact what outcomes and why, based on previous empirical evidence). Riley Herr (SASS GA) then summarized and critiqued existing measures of relevant outcomes of Restorative Practices. With respect to By the Numbers educational programming, Patrick Francis and Sam Squyers from OSARP worked closely with Kate Schaefer and Mason Jones (SASS GA) to revisit the student learning outcomes, update the existing outcome measure using previously collected data, and build new online systems to offer both the programming and the assessment. With respect to Board Training, Robby Smith of OSARP worked weekly with Kathryn Thompson (SASS GA) to articulate what faculty and staff board members should know, think, and do in order to effectively assign sanctions for a case. Current training was then mapped to the new outcomes to identify outcomes in need of additional programming. Mason Jones also worked to draft a variety of innovative and accessible items to assess board members achievement of these outcomes, while Riley Herr searched for existing measures of the outcomes. Dr. Wendy Lushbaugh, Director of OSARP and Dr. Sara Finney, Associate Director of CARS oversaw, encouraged, and supported the work accomplished via the partnership of these two units. The January 2023 meeting resulted in continued enthusiasm to meet our goals for Spring 2023. We then hope to share this work internally and externally in 2023 – 2024 so others can learn from our partnership.



Pictured – Sara Finney, Riley Herr, Kate Schaefer, Kathryn Thompson, Mason Jones

Join Us for Assessment 101

Assessment 101 is a 5-day virtual workshop explore topics such as: writing student learning outcomes; mapping the curriculum; creating instruments; examining implementation fidelity; analyzing data; reporting results; using results to make evidence-based decisions. Currently enrolling for summer 2023: June 12-16, or June 26-30.





Student Spotlight: Chris Patterson

Christopher Patterson was a finalist for AAC&U's prestigious *K. Patricia Cross Award* and was inducted into AAC&U's *Future Leaders Society*. Chris is a fourth-year doctoral student in the Assessment and Measurement PhD program and is on track to graduate in May 2023. Chris has led several teams at CARS and is currently an Equity in Retention Analyst in the Provost's Office at JMU. For his dissertation Chris is combining two of his passions: critical race theory and higher education assessment. His dissertation extends recent research on antiracism and cultural responsiveness in K-12 testing to higher education, providing a framework for modifying multiple-choice items to reflect two tenets of culturally relevant pedagogy: cultural competence and sociopolitical consciousness. "Although I do research in a variety of areas, I like to say that my research meets at the crossroads of social equity and higher education assessment. My dissertation reflects this crossroads: I have created a framework for modifying multiple-choice items to be more culturally responsive, and using cognitive interviews to test these items' operability... I attribute such success to the great support network I have in the A&M program (especially my advisor, Dena Pastor) and my work supervisor, Paul Mabrey."

NERA



JMU had strong representation at NERA in Trumbull, CT this year with over 30 faculty, students, and alumni representing JMU!

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