

Papers by Topic, Paper Title, and Institution



Note: Many of the papers are listed under more than one topic.

AQIP Colloquium

Action Analytics: Measuring and Improving Performance That Matters

*Linda L. Baer, Minnesota State Colleges and Universities;
Donald Norris, Strategic Initiatives, Inc.*

AQIP Category Seven. Measuring Effectiveness: What Does It Mean?

Mary P. Hoy, Benedictine College; Gwladys Austin, Mid-Michigan Community College

Beginning the Journey toward Systems Thinking

Gene Schneider and Donna G. Wood, NorthWest Arkansas Community College

Democracy in Action: Creating a Culture for Continuous Improvement

*Gayle Hytrek, Josh Bullock, Chuck Brendel and Nadine
Allen, Moraine Park Technical College*

Developing and Implementing Communication Standards for Healthy (Honest, Open, Authentic) Meetings

Gerry Huerth and Tina Wade, North Hennepin Community College

External Benchmark for Quality Improvement

Pete Heineman, Bellevue University

Helping Faculty Advisers Successfully Guide Students: Quality Improvement in Action

Melanie K. Felton, College of Saint Mary

Integrating AQIP into the Strategic Planning Process

Thomas A. Garcia, Northern New Mexico College

Involving the Board of Trustees in Ensuring Academic Quality

William E. Johnston, Jr. and John P. Nichols, Saint Joseph's College

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Lessons Learned: Using AQIP for Accreditation, Assessment, and Accountability

Wendy F. Marley and Robert L. Callaway, Lorain County Community College

Multimedia to Enhance the AQIP eFolio and Advance Key Initiatives

Cathleen Barczys Simons and Rob Kruegel, Capella University

A Multi-Year Quality Improvement Initiative: Success of the Year of the Department Approach

C. B. Crawford and Larry Gould, Fort Hays State University

Process to Ensure Consistency in College Publications:

Supporting a Culture of Shared Governance

Lada Gibson-Shreve, Cindy Close and Caryl Tickner, Stark State College of Technology

Producing Your First AQIP Systems Portfolio: Practical Realities

Sharon Elwood, Northern Wyoming Community College District; Paul Young, Northern Wyoming Community College District-Gillette College; Jessica Jenner, Organizational Psychologist and Consultant

Six Sigma in the Academy

Jill Wright, Illinois Central College

The Superior Edge: A Successful Action Project

Cynthia A. Prosen and Kathleen O. Thompson, Northern Michigan University

The Unfinished Symphony: The First AQIP Associate Membership-Cooperation among the Higher Learning Commission, a University, and a Branch

Robert Hoffman, University of New Mexico-Gallup

Using a Dashboard Report Card to Monitor and Report Institutional Performance

Stephen S. Bedi, Timothy W. Herrmann and Stephen B. Dayton, Taylor University

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Using Appreciative Inquiry to Improve Engagement, Communication, and Participation Through Action Projects

Jill Metzger and Liane Dolezar, Waukesha County Technical College

Assessing and improving student learning

Academic Program Assessment: Let's Pretend and Just Imagine

William E. Roweton, Chadron State College; J. Daniel House and Thomas L. Krepel, Northern Illinois University

Against All Odds: Rubric Development and Multiple Measures of Learning

Shelly Boardman, Jennifer Cochran and Jamie Slater, Central Michigan University

Analysis and Use of Evidence of Student Learning: Community College Faculty Perspectives

Gloria Dohman, North Dakota State College of Science; Mark Schmidt, North Dakota State University

Assessing Creative and Critical Thinking Pedagogy in the Liberal Arts

Nancy M. Grace and Theresa Ford, The College of Wooster; Barbara Andereck, Ohio Wesleyan University

Assessment by Stealth and Serendipity

Lisa Larson, Hennepin Technical College; Candy Barnack and Kent Richards, Lake Superior College

Assessment of Complex Student Learning and Development Using Structured Interviews

Richard McGee, Northwestern University

Assessment Oversight: For Nonperfectionists Who Are Seeking Perfection

Marie Baehr, Coe College; Jennifer J. Fager, Saginaw Valley State University

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An Assessment Reporting System Focused on Improvement as “Common Ground”

Tim Vierheller, Paulette Popovich and Patsy Malavite, University of Akron Wayne College

Becoming Learner Centered: Improving Academic Quality through Outcomes Assessment and Active Learning Strategies

Mary C. Hassinger and Theresa R. Moore, Viterbo University

Big Ideas for Small Programs: A Tailored Assessment Guide

Janet R. Handler and Melody A. Graham, Mount Mercy College

Black Holes and Gaseous Processes: Really Big Assessment Mistakes

Susan R. Hatfield, Winona State University

Changing Assessment Culture: The Journey from Challenges to Champions

Sandra Van Hoose and Gretchen Wilbur, University of St. Mary

Collaborative Program Assessment for Graduate Programs

Elizabeth M. Childs and Roxanne Eubank, Saint Mary’s University of Minnesota

Commitments and Resources Distributed to Assessment Activities: Sustaining and Improving Assessment Plans

Christopher A. McCullough, DePaul University; Elizabeth Jones, West Virginia University

Continuing Evolution of an Institution-wide Process for Evaluating Department-Based Assessment

Christina L. Frazier and Dennis Holt, Southeast Missouri State University

Developing a Culture for Continuous Assessment of Student Learning

Melissa Dreyer and Daniel Claborn, Oklahoma State University-Okmulgee

Developing Shared Criteria for Peer Review of Program Assessment Plans

Jeremy D. Penn, Jessica L. Jonson and Julie Johnson, University of Nebraska-Lincoln

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Developing Student Outcomes Assessment of Online Learning: One Consortium's Journey

*Michael Westerhaus, EduKan and Pratt Community College;
Dedra Manes, EduKan, Manes and Associates*

Do You Have Evaluation Dysfunction? Humor as an Assessment Motivator

Amy Penne, David Leake, Sharon Kristovich and Fay Rouseff-Baker, Parkland College

Engaging Institutions in Improving Student Learning Through a National Study

Charles F. Blaich, Kathleen S. Wise and Deborah A. Butler, Wabash College

Enriching the Learning Experience for e-Learners: Making Assessment Real

*Kelly Wilkinson and Ed Kinley, Indiana State University;
Tena B. Crews, University of South Carolina*

Evaluating and Improving Foundations: General Education and Assessment

*Charles N. Halaby, Elaine M. Klein, Maureen Noonan Bischof and
Nancy Westphal-Johnson, University of Wisconsin-Madison*

A Faculty Development Strategy for Student Assessment Practices within Teaching

Daniel Leister and Lois Kailhofer, Alverno College

Finding Common Ground: The Electronic Portfolio

Mark Felsheim and Andrea Coffey, Century College

Finding Your Way in the Dark: Assessment for Tribal Colleges and Other Small Institutions

Erik Anderson and Elaine Cubbins, Tohono O'odham Community College

From Isolated to Collaborative: Assessing Student Learning Using Technology and Rubrics

Amy Gort, Michele Kieke, Karen Moroz and Miriam Luebke, Concordia University, St. Paul

General Education Assessment with Institutional Portfolios

Pam Bowers and Greg Wilber, Oklahoma State University

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Going Electronic: Parameters for Recording and Hyperlinking Assessment Results

James Borland, The Illinois Institute of Art-Chicago

The Journey to Assessment at the Program Level: One Associate's Program Creates a Map for Common Ground

Carrie Nepstad and Jennifer Asimow, City Colleges of Chicago-Harold Washington College

Layers of Expectation: Negotiating Programmatic Accreditation and University-Wide Assessment of Student Learning

Lori Baker-Sperry and Judith Dallinger, Western Illinois University

Lessons Learned While Developing a Program-Centered Model of General Education

Bryon K. Clark, Douglas N. McMillan and Charles S. Weiner, Southeastern Oklahoma State University

Linking Evaluation of Assessment Plans with Program Review: A Value-Added Practice

Mardell A. Wilson, Jan M. Murphy and John W. Presley, Illinois State University

Making Linkages between Course, Program, and Institutional Outcomes

Donald J. Lind and Marla G. Larimore, Coffeyville Community College

Mathematical and Quantitative Reasoning: Shared Responsibility for Student Learning and Innovative Assessment

Rob Catlett and Anthony L. Ambrosio, Emporia State University

A Model for Direct Online Assessment of Graduate Learning

Marsha Watson, Kathy Player and Debra Roubik, Grand Canyon University

Personal Growth Assessment (PGA): Developing Composite Scores That Directly Measure Learning

Cal Easterling and Ralph Fagin, Oral Roberts University

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A Shared View of Learning Outcomes: The Library as Partner and Participant in Accreditation

Vicki J. Killion and Marianne P. Ryan, Purdue University

Student Learning Outcomes Assessment: Creating Change in Pedagogy

Steven Kapelke, Margaret Sullivan and Laurence Minsky, Columbia College Chicago

Technology-Enhanced Strategies That Assess Significant Student Learning

Deborah Silverman and Karen Busch, Eastern Michigan University

Time, Money, and Autonomy: An Approach to Supporting Departmental Assessment

Kay Schneider and Michael Wohlfeil, Concordia College

Turning Assessment into Action: Connecting Assessment, Curriculum, and Faculty Development

Lynne D. Groves and Becky A. Miller, South Central College

Using the RosE Portfolio System for Evaluation of Student Learning Outcomes

Julia M. Williams, Rose-Hulman Institute of Technology

When Accountability Procedures Overtake Educational Commitments: Exploring Assessment Practices

William Rickards, Alverno College; Kathy Chamberlain, McHenry County Community College

Where's the Evidence? Accountability for Program Institutional Learning Outcomes

Judith A. Maxson and Bonnie Allen Smith, Hocking College

Connecting planning and PEAQ self-study

Aligning Self-Study and Strategic Planning to Promote Institutional Change

Karen Pugliesi and Patricia Haeuser, Northern Arizona University

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Planning with the Five Criteria Equals Institutional Change

Dusty R. Johnston and Joan R. Stirling, Ozarka College

The President's Hair Used to Be Black: Recovery, Reaccreditation, Reenergize

Robert C. Helmer and Janet Hoey Robinson, Lourdes College

Reorganizing Colleges and Departments to Support Academic Priorities and Change

*Joann Fredrickson, Elizabeth Dunn, Nancy Erickson, Robert Griggs,
Carol Nielsen and Patricia Rogers, Bemidji State University*

Scenario Planning: Springboard for Transforming University Planning

*Jeanne Edevold Larson, Jon E. Quistgaard, Joann Fredrickson,
Elizabeth Dunn and William Maki, Bemidji State University*

Strategic Planning for Accreditation: A First University-wide Strategic Plan for a Newly Consolidated University

Mark A. Heckler, Roderick Nairn and Terry A. Potter, University of Colorado Denver

Strategic/College Plan: Accreditation and the Self-Study Are the Common Elements

Roy Flores and Suzanne Miles, Pima Community College

Using Higher Learning Commission Criteria for Institutional Strategic Planning: Two Years Later

Terry B. Smith, Columbia College

Creating and supporting effective learning environments

Building a Foundation for College Success: Assessing Student Progress in Developmental Studies

Daniel Koopman and Gerald Giraud, Oglala Lakota College

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A Leadership Model That Maximizes the Total Student Experience through Academic Affairs and Student Affairs Collaboration

John Clark, Sue Budjac and Connie Willfahrt, Mid-State Technical College

Maintaining and Expanding a Successful Degree Completion Program

Rick L. Upchurch, Huntington University

Meet the Students: Finding Common Ground between Student and Institutional Goals

Mark Taylor, Arkansas State University-Beebe

Motivational Factors Affecting Adult Student Persistence at Commuter Colleges-A Case Study

Tim Hunt, Upper Iowa University

Organizing the Campus Environment to Foster Student Self-Authorship

Larry A. Braskamp, Loyola University of Chicago

An Outside-the-Box Approach to Student Dispute Management

Lee Finkel and Mark MacFarlane, University of Phoenix

A Shared View of Learning Outcomes: The Library as Partner and Participant in Accreditation

Vicki J. Killion and Marianne P. Ryan, Purdue University

Space Determines Destiny-Evidence from a Learning Studio

Jim S.C. Tom, Kenneth Voss and Chris Scheetz, University of Missouri-Saint Louis

The Superior Edge: A Successful Action Project

Cynthia A. Prosen and Kathleen O. Thompson, Northern Michigan University

Supporting First-Year Students' Transition to College: A Multicampus Perspective

Sherry Woosley, Ball State University; Jesse Brown, Huntington University; Thomas Bear, University of Evansville

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Using a Rubric to Promote Effective Teaching Practices in a Learning-Focused Classroom

Steven K. Jones, United States Air Force Academy

Engagement and service learning

All the World's a Stage: Service Learning and Arts Collaboration

Rudy M. Garcia, Central New Mexico Community College; Barbara L. Wallace, University of Cincinnati-Clermont College

Collaborating to Develop Youth Leaders in Local Communities: A “Superior” Approach

Gary Banker, retired Communications Instructor; Jay Mitchell, Superior School District; David W. Minor, Superior-Douglas County Chamber of Commerce; Diane Vertin and Charles M. Glazman, Wisconsin Indianhead Technical College

Collaborative Initiative for Evidence-Based Learning and Practice

Elizabeth A. Roe and Sally A. Decker, Saginaw Valley State University

General Education Outcomes from the First-Year Liberal Arts Seminar

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Living the Mission: Connecting Service and Leadership Across the College

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Promoting Civic Engagement: The South Dakota System Approach

Karen Whitehead, South Dakota School of Mines and Technology; Mary Kay Helling and Jerry Krueger, South Dakota State University

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Ensuring quality in online learning

Developing Student Outcomes Assessment of Online Learning: One Consortium's Journey

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Distance Education: Bridging the Equity Gap

Jobi B. Lawrence and Pam L. Martin, William Penn University

Distance Learning Student Authentication: Verifying the Identity of Online Students

Michael A. Jortberg, Axiom Corporation; Jeffrey L. Bailie, National American University

Enriching the Learning Experience for e-Learners: Making Assessment Real

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Program Development and Assessment: ACCELerated Evening College and Hybrid Learning

Sharon K. Calhoon and Fred Hakes, Indiana University Kokomo

Program Reviews: Building Common Ground While Ensuring Student Success

Karan H. Powell, Jennifer A. Stephens and Michael Harbert, American Public University System

Student Learning Success: A Comparative Examination in Ground versus Online Classrooms

Freda Z. Hartman, Kenneth Goldsmith and Hal D. Morgan, University of Phoenix

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Technology-Enhanced Strategies That Assess Significant Student Learning

Deborah Silverman and Karen Busch, Eastern Michigan University

Transparency by Design

Michael J. Offerman, Capella University; John Ebersole, Excelsior College; Christopher Washington, Franklin University

Using Student Feedback to Guide Learning in Online Environments

Gita Varagoor and Candace Berardinelli, Regis University

P-16 collaborations

Collaborating to Develop Youth Leaders in Local Communities: A “Superior” Approach

Gary Banker, retired Communications Instructor; Jay Mitchell, Superior School District; David W. Minor, Superior-Douglas County Chamber of Commerce; Diane Vertin and Charles M. Glazman, Wisconsin Indianhead Technical College

Curriculum Alignment: Implications for P-20 Transitions and Policy Development

Robert B. Stein, Hillary Fuhrman and Kenneth Winn, Missouri Department of Higher Education

Developing Early College High Schools to Facilitate the Strengthening of Educational Pathways

Sheryl Garrett, Ben Davis University High School; Glenn Englund, Colorado Springs Early Colleges; Scott van Tonningen, Colorado Technical University; Carolyn Jones, Vincennes University

Engaging in Partnerships with High Schools to Encourage Student Success

Brenda Mitchell, Ray Wallace and Pat Widders, The University of Arkansas-Fort Smith

Serving the Underserved: Access and Success through the Power of You

Phillip L. Davis, Karen Hynick and Irene H. Kovala, Minneapolis Community and Technical College

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Partnerships

Collaborative Initiative for Evidence-Based Learning and Practice

Elizabeth A. Roe and Sally A. Decker, Saginaw Valley State University

Connecting Two- and Four-Year Institutions through a Dual Admission Program

Annette Kusgen McDaniel and Eden T. Inoway-Ronnie, University of Wisconsin-Madison

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Planning and organizational change

Achieving Strategic Alignment: Integrated Planning, Assessment, and Accountability

Dave Weber, Rochester Community and Technical College

Action Analytics: Measuring and Improving Performance That Matters

Linda L. Baer, Minnesota State Colleges and Universities; Donald Norris, Strategic Initiatives, Inc.

Aligning Self-Study and Strategic Planning to Promote Institutional Change

Karen Pugliesi and Patricia Haeuser, Northern Arizona University

Enrollment Forecasting: Science and Human Intelligence

Tom Hughes, Yavapai College

Inviting the Public In: Performance Outcomes and Accountability

Stephane E. Booth and Laura L. Davis, Kent State University

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Measuring the Impact of Strategic Direction and Planning

Carole Richardson, Catherine Riordan, Becky Oosterhoff and Denise Webster, Central Michigan University

Meeting the Students Where They Are: Revitalization of an Institution

Johnny D. Jones and Fitz Hill, Arkansas Baptist College

The Organization That Changes Itself: Innovation for a New Era

Linda L. Baer, Minnesota State Colleges and Universities; Ann Hill Duin, University of Minnesota-Twin Cities; Judith A. Ramaley, Winona State University

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Scenario Planning: Springboard for Transforming University Planning

Jeanne Edevold Larson, Jon E. Quistgaard, Joann Fredrickson, Elizabeth Dunn and William Maki, Bemidji State University

Seven-Minute Strategic Planning in a Flat Organization

Michael J. Kubisiak and Larry C. Skogen, Bismarck State College; Marsha V. Krotseng, North Dakota University System

Strategic Planning for Accreditation: A First University-wide Strategic Plan for a Newly Consolidated University

Mark A. Heckler, Roderick Nairn and Terry A. Potter, University of Colorado Denver

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Strategic/College Plan: Accreditation and the Self-Study Are the Common Elements

Roy Flores and Suzanne Miles, Pima Community College

Targeted Excellence: Accountable Investments in Strategic Interdisciplinary Collaborations

Alfred W. Cochran, Ruth A. Dyer and M. Duane Nellis, Kansas State University

Using Higher Learning Commission Criteria for Institutional Strategic Planning: Two Years Later

Terry B. Smith, Columbia College

Presidents Program

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Program review

Development and Implementation of a Comprehensive Career and Technical Education Program Review Process

Richard J. Fogg, Manhattan Area Technical College

Improving on Improvement: Revising Program Evaluation Processes and Measurements

Evonne B. Carter, Karen Kraus and LeeAnn Mikula, Milwaukee Area Technical College

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Linking Evaluation of Assessment Plans with Program Review: A Value-Added Practice

Mardell A. Wilson, Jan M. Murphy and John W. Presley, Illinois State University

A MEASURE of Success: Adapting Program Review to Facilitate Continuous Quality Improvement

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A Quality Improvement Initiative for Graduate Programs

Robert M. Augustine, Charles J. Costa and Rodney S. Ranes, Eastern Illinois University

Upgrading Your Curriculum: A Model for Success

Arlene Mayzel and Frank Brletich, Lake Forest Graduate School of Management

Web-Interactive Program Review That Develops Organizational Learning and Accelerated Improvement

Kim K. Bender, Colorado State University

Promoting effective teaching

Creation of an Educational Community: A Groundbreaking Faculty Development Model

Stacée L. Hardiman and Darlene Attiah, City Colleges of Chicago-Wilbur Wright College

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A Faculty Development Strategy for Student Assessment Practices within Teaching

Daniel Leister and Lois Kailhofer, Alverno College

Faculty Development: Opportunities for Full-Time and Adjunct Faculty Members

Mablene Krueger and Jacqueline Callery, Robert Morris College

Faculty Evaluation: If You Build It, They Will Come...Around

Sue Darby and Martha S. M. Robertson, Hutchinson Community College

Incorporating “Getting Results” into a Statewide Basic Training Course for Adjunct Faculty

Charles W. Lepper and Jeanne C. Silliman, Ivy Tech Community College

Old-School Training for Online Educators: An Ironic Success Story

Bruce M. Batterson, Peru State College

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Quality improvement programs

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Responses to national calls for accountability

Accountability and Assessment: Synonymous, Complementary, or Conflicting?

Terrel Rhodes, Association of American Colleges and Universities; Jillian Kinzie, Indiana University; David Sill, Southern Illinois University Edwardsville

The Changing Nature of Non-credit Education and Its Implications for Policymakers and Regional Accreditation: The Results of Two Recent National Studies

Roberta C. Teahen, Ferris State University; George H. Johnston, University of Illinois at Urbana-Champaign

Federal Accreditation Policy: A View from the States

Joyce A. Scott, Texas A&M University-Commerce; David L. Meabon, University of Toledo

Inviting the Public In: Performance Outcomes and Accountability

Stephane E. Booth and Laura L. Davis, Kent State University

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Strengthening and assessing general education



Assessing Creative and Critical Thinking Pedagogy in the Liberal Arts

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Kay L. Hegler and Kimberly A. Jarvis, Doane College

It's the Mission, Stupid! Using Your Mission Statement to Find Common Ground for Curriculum Revision

John M. Burney, Drake University; Cheryl M. Jacobsen, Loras College

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*Bryon K. Clark, Douglas N. McMillan and Charles S. Weiner,
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Student mobility and educational pathways

Collaborating to Develop Youth Leaders in Local Communities: A “Superior” Approach

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Serving the Underserved: Access and Success through the Power of You

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Transfer of Credit and Articulation: Working in a Common Community of Interest

Jeanne Herrmann, Globe University/Minnesota School of Business; Michele Ernst, ITT Technical Institute; Linda L. Baer, Minnesota State Colleges and Universities

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Supporting student success in STEMS courses and programs

A Faster Track for Developmental Math

Brian D. Posler, Kathy V. Rodgers and Amber Hughes, University of Southern Indiana

Mathematical and Quantitative Reasoning: Shared Responsibility for Student Learning and Innovative Assessment

Rob Catlett and Anthony L. Ambrosio, Emporia State University

Supporting student success in the first year of college

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Living the Mission: Connecting Service and Leadership Across the College

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Understanding and supporting all types of learners

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Tim Hunt, Upper Iowa University

Program Development and Assessment: ACCELerated Evening College and Hybrid Learning

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