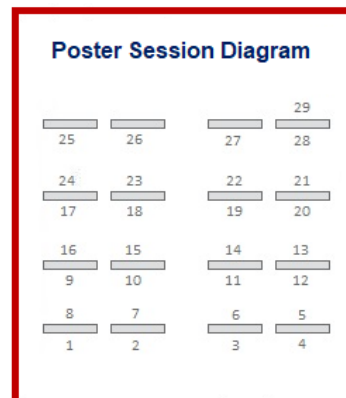


# Monday Poster Session Diagram

Poster Session  
 Monday, October 10, 2022  
 5:30–6:45 p.m.  
 Marriott 5 & 6  
 (Part of the Networking Reception)



Board	Session Information
1	<b>13A – Assessing a Longitudinal Educational Experience for Continuous Quality Improvement</b> Deb Birnbaum, Anthony Masseria, and Sarah Walsh, IU School of Medicine
2	<b>13B – Assessing Critical Organizational Capacities in the Development of Online Learning Tools</b> Ryan A. Wilke and Andrew Dennard, Florida State University - Florida Center for Interactive Media
3	<b>13C – Assessment for Mere Mortals: The Viking Expedition for Continuous Improvement</b> Kelly Kellogg, Bill Carroll, Kim Hughes, and Brook Wiersig, Carl Albert State College
4	<b>13D – Assessment Made Simple Through Targeted Professional Development</b> Ute S. Lahaie, Mary Cook, and Seth Hepner, Walsh University
5	<b>13E – Becoming the Village: Assessing and Improving a Department Climate for Diversity, Equity, and Inclusion</b> Kevin Rose, Katrenia Reed Hughes, Brandon Sorge, and Corinne Renguette, IUPUI
6	<b>13F – Building a Regional Program Assessment Peer Group: From Pandemic Support to Meaningful Collaboration</b> Jessica M. Tuross, Bowling Green State University; Jennifer Hebert, University of Akron; Shannon Helfinstine, Kent State University; Alison Kaufman, Youngstown State University; and Marc Scott, Shawnee State University
7	<b>13G – Identity Navigation and Understanding in Demographic Surveys</b> Christina A. Arayata, Ontario Institute for Studies in Education, University of Toronto
8	<b>13H – Institutionalizing Systematic Assessment Reporting - Considerations for Leaders</b> Leslie Wasson, Samuel Merritt University
9	<b>13I – Data Storytelling in Assessment: A Practical Guide to Narrative Centered Research Design, Visualizations, and Reporting</b> Jillian Morn and Jackie Belanger, University of Washington
10	<b>13J – Equitable Approaches to Probabilities of Success: Determining the Impact of HIPs on First-Destination Outcomes</b> Ana Kriletic, Katie Boyd, and Kendall M. McGoey, Auburn University
11	<b>13K – Herding Camels: Coordinating Program Assessment Across Locations and Modalities</b> Ellen E. Dobson, Campbell University
12	<b>13L – Impact of Weeks of Welcome on Student Sense of Belonging and Retention</b> Yiyun Jie, Virginia Commonwealth University
13	<b>13M – Intentionality and Assessment in Succession Planning in Health Sciences Education</b> Dave Weldon, William Carey University School of Pharmacy; and David Fuentes, University of Portland School of Nursing
14	<b>13N – Learning Artifacts as Qualitative Evidence: Studying Learners’ Action Plans in an Online Course for Faculty About Inclusive Teaching</b> Melina Ivanchikova and Mathew Ouellett, Cornell University; and Amy Cardace, Fairleigh Dickinson University
15	<b>13O – Line Up! Exploring Alignment Between Institutional and Programmatic Learning Outcomes with a Diversity, Equity, and Improvement Lens</b> Sarah Jacobs and Kirstin Moreno, Oregon Health & Science University

*Monday, October 10, 2022, Poster Session Diagram Continued*

<b>Board</b>	<b>Session Information</b>
16	<b>13P – Measuring Equity in Student Career Outcomes: Findings from the National Alumni Career Mobility Survey</b> Kimberly Yousey-Elsener and Jeremy Podany, The Career Leadership Collective
17	<b>13Q – Navigating the New Normal in Assessment with Data Visualization</b> Benjamin Shultz and Rosalyn Vellurattil, University of Illinois Chicago
18	<b>13R – Opportunities and Challenges of Technology Integration: A Case Study of One Teacher Education Program</b> Gaoming Zhang and John Somers, University of Indianapolis
19	<b>13S – Pedagogical Advice in Assessment Processes in Higher Education</b> Katina I. Camargo and Fadia Khouri, Universidad del Norte
20	<b>13T – Qualitative Analysis of NSSE Text-Based Feedback to Deduce Emotion</b> Allie Michael and Abdullah Akinde, Austin Peay State University
21	<b>13U – Realizing and Addressing Graduate Student Mental Wellness: The Precursor to Learning Professional Skills</b> Beth A. Trammell, Alyssa Brown, and Deborah Miller, Indiana University East
22	<b>13V – Shifting the Institutional Culture of Assessment: From a Siloed Activity to a Collaborative Endeavor</b> Girija Nagaswami, Sesime Adanu, Amy Birge-Caracappa, Elizabeth Canapary, Elizabeth J. Gordon, Ilze Nix, Stephanie Scordia, and Eric Shannon, Community College of Philadelphia
23	<b>13W – Successful Transitions – Using Human, Political, and Structural Resources to Ensure a Smooth Logistical and Cultural Transition to a New Assessment Director</b> Ashley A. Vasquez and Sheri Barrett, Johnson County Community College
24	<b>13X – Using an Open-Systems Approach to Achieve and Assess Programmatic Outcomes in HBCU/PBI Pharmacy Programs</b> Jeremy Hughes, Chicago State University; Tonya Martin and Jocelyn Spates, Florida A&M University College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health; Aisha Morris Moultry, Texas Southern University College of Pharmacy and Health Sciences; and Mohd Shahid, Chicago State University College of Pharmacy
25	<b>13Y – Using the CAOOL (A Variation of COOL, Nino 2012) to Write Strong, Clear, and Concise Outcome Statements</b> Pedro Nino, North Carolina Central University
26	<b>13Z – What Do We Need in Our Toolkit? The Professional Development Needs of Higher Education Assessment Professionals</b> Nikki Christen, The University of Tennessee, Knoxville/Tennessee Technological University; and Jennifer A. Morrow, The University of Tennessee, Knoxville
27	<b>13AA – What We Have Learned from Hexic HD: Leveraging Principles of Gamification to Increase Learner Engagement Using Your Gradebook</b> Allan Celik, Purdue University
28	<b>13AB – What Makes an Assessment Professional Proficient? Examining and Updating Proficiencies for Assessment Librarians and Coordinators Through the Lens of Social Justice, Equity, Diversity, and Inclusion</b> Becky Croxton, University of North Carolina at Charlotte; Megan Oakleaf, Syracuse University; Je Salvador, University of Washington Bothell & Cascadia College Campus; and Jung Mi Scoulas, University of Illinois Chicago
29	<b>13AC – Who Has Time for Stress? Exploring Student Stress and Its Relationship to Student Time Use</b> Jacqueline M. Zeeman, UNC Eshelman School of Pharmacy