Connecting Planning and Assessment: Aligning Priorities, Information, and Resources
9am-12pm, Monday, May 11, 2020
Presenter: Dan Doerr, Assistant to the Vice President for Student Affairs – Planning and Assessment, University of Connecticut

For organizations to successfully deliver on their mission and achieve their priorities, strategic, annual, and operational planning should all align and be informed by data. Decisions regarding programmatic changes, budgeting, and staffing can then follow to translate plans into actions. However, to achieve this level of integration, organizations need a way of understanding what data they need and connecting those data in meaningful ways to priorities. This session will present multiple and complimentary frameworks that can help organizations identify assessments that speak to strategic priorities, align activities to strategic outcomes, and generate insights. Participants will leave with the ability to select and apply aspects of the frameworks that lend themselves to their unique settings and enhance the integration of planning and assessment within their organizations.

More than the Sum of Our Parts: Leveraging the Role of the Office of Assessment as Mission Critical
9am-12pm, Monday, May 11, 2020
Presenters: Ruth Slotnick (Director of Assessment); Joanna Boeing Bratton (Assistant Director); Christina Ouellette (Graduate Assistant), Office of Assessment, Bridgewater State University

While most assessment offices are involved in general education assessment, academic program assessment, and regional accreditation, these functionalities as a matter of form can severely limit the scope of critical partnerships that advance student success within the larger context of the institution. With the right positioning and identification of strategic opportunities, assessment offices can place themselves in a more central role in leveraging conversations and providing rich data on student success. This session will cover three distinct areas and practices to advance the work: strategic planning, systems design and reporting, and transparency.

High-Impact ePortfolio Practice: Strategies for Assessment and Student Success
9am-12pm, Monday, May 11, 2020
Presenters: Laura Gambino, Vice President, New England Commission for Higher Education (NECHE); Bret Eynon, Retired Associate Provost for Academic Affairs, LaGuardia Community College (CUNY)

In 2017, George Kuh identified ePortfolio as the 11th high-impact practice. As with any HIP, in order to improve student learning and success for all students, ePortfolio practice must be “done well.” In this workshop, participants will consider the key components of a high-impact ePortfolio practice—pedagogy, assessment, and professional development—and will learn about equity-focused implementation strategies at the course, program, and institutional level that can improve student learning and success.
Implementing Socially Just Assessment to Foster Equity and Inclusion
9am-12pm, Monday, May 11, 2020
Presenter: Gavin Henning, Professor of Higher Education, New England College

As the student populations at our colleges and universities continue to diversify we must create processes to ensure equity and inclusion. Assessment is one of those processes. Often viewed as an objective, data-driven process for accountability and improvement, assessment not only must be implemented in a socially just way, but it can also be a process that fosters equity and inclusion. Presenters will share a continuum of socially just assessment built on philosophical paradigms of critical theory and post-structuralism and identify specific strategies for implementing assessment that is socially just. Participants will leave with a concrete action plan for implementing socially just assessment on their own campuses.

Course Matrix Approach to Student Learning: What is Effectiveness and Use for the Fall and Beyond
9am-12pm, Monday, May 11, 2020
Presenter: Alex Walsh, Assistant Professor of Psychology, New England College

The presentation is divided into three parts:
(1) Discussion of the course matrix approach, which is based on the New England Commission of Higher Education (NECHE) E-Series form. Emphasis will be placed on the importance of course and program outcomes, selection of assessments and rubrics, grading practices, and post-semester reflection.
(2) A panel of co-presenters will discuss the successes and challenges of implementing the course matrix approach in the past spring semester.
(3) The audience will then have time to evaluate the efficacy of course matrix implementation for the fall semester and construct a matrix for a fall course.

Using Universal Design for Learning (UDL) as a Framework to Create Equitable Assessments
1pm – 4pm on Monday, May 11, 2020
Presenters: Sam Johnston, Director of Postsecondary and Workforce Development; Tracy Hall, Senior Research Scientist and Instructional Designer; Amanda Bastoni, Educational Research Scientist CAST

Focusing on assessments as a tool to improve student learning, means institutions must commit to ensuring “they are comprehensive and articulate enough to guide instruction – for all learners” (CAST, 2011, p. 8). This pre-conference will demonstrate how Universal Design for Learning (UDL), a leading research-based framework can be used to create assessments that are accessible and effective for all learners. The workshop will show the design processes and outcomes of a National Science Foundation Grant eportfolio project. Session participants will learn how to build a relationship between the professor and student, provide options for how to demonstrate skill and understanding, and improve clarity for the learner on what is being assessed.

Good Curriculum Design: The Foundation for Meaningful Assessment
1pm-4pm, Monday, May 11, 2020
Presenters: Carina Self, Presenter: Carina Self, Dean of Graduate Studies and Academic Effectiveness : Julie Moser, Associate Dean of Academic Engagement and Faculty Development; Tamara VonGeorge, Dean of Undergraduate Studies, Granite State College
This pre-conference workshop focuses on the critical connection between curriculum design and assessment practices. Participants will look at curriculum from the perspective of assignments, courses, and programs and consider the role that institutional values (articulated through the mission, learning outcomes, and curricular decision-making processes) play in shaping curricular decisions at each of these levels. Participants will consider the curriculum decisions that need to happen in their respective departments or institutions and, over the course of the workshop, create a draft plan for assessment that will provide the information they need to make key design decisions. The presenters will offer lessons learned from a 4 ½ year process of undergraduate curriculum re-design and offer “tried-and-true” resources for faculty and academic administrators.

**Intentional Integration of Student Affairs and Academic Affairs Evidence of Student Success**
1pm-4pm, Monday, May 11, 2020
Presenters: Dan Doerr, Assistant to the Vice President for Student Affairs – Planning and Assessment University of Connecticut; Ruth Slotnick, Director of Assessment, Bridgewater State University

This session will engage participants in an exploration of ways to authentically integrate academic and student affairs assessment. Focus will be placed on the unique nature, differing realities, commonalities of assessment, and emerging practices in each area, and how they support or impede shared commitment and documentation of students’ success. Participants will be invited to explore a framework designed to promote intentional collaboration to tell effective evidence-based student success narratives, leaving the session with concrete strategies to take back to their campus.

**Meeting at the Crossroads: Teaching and Assessing Interdisciplinarity**
1pm-4pm, Monday, May 11, 2020
Presenter: Craig Pepin, Professor and Assistant Dean for Assessment, Champlain College

President, New England Educational Assessment Network

In this hands-on workshop, we will begin by examining several models for learning and teaching Interdisciplinarity and Integrative Thinking, with particular focus on the skills demanded by interdisciplinary work. Participants will consider how interdisciplinarity may already be present at their own institution, and be asked to imagine structures and policies that may enhance it. In the second half of the workshop, we will focus more specifically on how to assess Integrative Thinking, with a particular focus on the critical role of integrative reflection. Participants will have the opportunity to create or refine sample assignments that prompt integrative reflection and produce evidence of interdisciplinarity.

**Developing Better Citizens: Using NSSE to Assess Civic Engagement**
1pm-4pm, Monday, May 11, 2020
Presenter: Jillian Kinzie, Associate Director of the Indiana University Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute

One purpose of higher education is to educate students to become contributing citizens. Colleges and universities strive for this goal by fostering civic engagement through learning activities inside and outside of the classroom. In this pre-conference session, Jillian Kinzie will highlight findings about the educational practices that relate to civic gains, and discuss how measures from the National Survey of Student Engagement (NSSE), and in particular the Civic Engagement Topical Module, can be used to assess civic engagement and inform practice in colleges and universities.