



## Hindsight is 2020: Quality Assessment Amid Chaos and Change

### 2021 Pre-Conference Titles and Descriptions

## The 5th Annual Higher Education Assessment Conference sponsored by New England College

### 9am-12pm – Morning Workshops

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#### **Assessment 101: Faculty and Staff Quality Practices Primer**

9am-12pm, Monday, May 10, 2021

Presenter: **Paul Antonellis, Jr.**, Director of Assessment-Office of the Provost, Endicott College

The principal purpose of assessment is continuous improvement of student learning as well as program effectiveness. This session is designed as a primer for faculty and staff who find themselves in an assessment driven environment with little experience to help make sense of the language, underlying philosophy, or organizational structure of the assessment system. Assessment 101 methods help undergraduate, graduate, and professional curricular and co-curricular programs at large and small schools explore these points. Participants will use best practice in designing an assessment cycle of inquiry, reporting and the use of assessment data for program/unit improvement. Participants will explore how best to supports general education assessment institutional assessment and accreditation efforts. The session will consider the best practice for developing and maintaining a core intuition process of inquiry over time.

#### **Connecting Planning and Assessment: Aligning Priorities, Information, and Resources**

9am-12pm, Monday, May 10, 2021

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 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.

### **Preparing for an Accreditation Team Visit**

9am-12pm, Monday, May 10, 2021

Presenter: **Aaron Perkus**, Vice President, New England Commission for Higher Education (NECHE)

This pre-conference session will provide you with information regarding how to prepare your campus community before, during, and after a visiting team comes to your institution for an accreditation visit. Topics to be covered include how the chair and team are selected, how they are trained to approach the visit, what materials are typically found in the document room, what the structure of a typical visit looks like, and what are the basic communication protocols between the team and the institution. All content areas will be presented to touch on both a physical visit and a virtual visit.

### **Automating Textual Analysis and Beyond: Easy Digital Humanities Techniques for Assessment Excellence**

9am – 12pm on Monday, May 10, 2021

Presenter: **Katherine Yngve**, Intercultural Learning Specialist, Institutional Data Analysis + Assessment (IDA+A), and Association Director of Center for Intercultural Learning, Mentorship, Assessment, and Research, Purdue University

Digital Humanities (DH) scholarship offers a plethora of research techniques of potential use to assessment professionals, as well as to the faculty, students, and staff they support. These tools include, but not limited to, the following: automated textual analysis, social media analysis, network analysis, data management & visualization; even “data feminism” and critical theory. In this workshop, participants will learn about and play around with free digital humanities tools and de-identified and/or group-generated data sets. Small group work will allow participants to focus in on a specific DH technique, in a “choose-your-own adventure” mode. Pair-sharing and guided larger group discussions will also be used to enhance community building and to develop a shared understanding of a wide variety of DH techniques and their possible uses in assessment contexts.

## **Course Matrix Approach to Student Learning: What It Is, Lessons Learned, and Use for the Fall and Beyond**

9am-12pm, Monday, May 10, 2021

Presenter: **Alex Walsh**, Assistant Professor of Psychology; **Sarah Gunnery**, Assistant Professor of Psychology; **Elizabeth Harper**, Associate Professor of Natural and Social Sciences, New England College

Description: 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 aligning course with program outcomes, selection of assessments and rubrics, and post-semester reflection on student learning.

(2) A panel of co-presenters will discuss the successes and challenges of implementing the course matrix approach.

(3) The audience will have the opportunity to evaluate the efficacy of course matrix implementation for the fall semester and construct a matrix for a fall course. Having a fall syllabus and the program curriculum map available will help greatly.

## **1pm-4pm - Afternoon Workshops**

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### **Assessment in the Time of COVID**

1pm-4pm, Monday, May 10, 2021

Presenters: **Kimberly Puhala.**, Director of Institutional Research and Assessment; Lindsay Flynn, Assistant Professor of Political Science; Steve Viveiros, Dean of the Filene Center for Academic Advising and Career Services; and Aubrey Westfall, Associate Professor of Political Science – Wheaton College

Wheaton College (MA) is a private liberal arts college of approximately 1700 students that values small class sizes, the relationships forged between faculty and students, and stimulating face-to-face lectures and classroom experiences. Wheaton does not offer online courses and very few faculty had experience teaching online courses – and then COVID hit. This workshop will examine how Wheaton pivoted to an entirely online teaching modality in the matter of weeks. In addition, assessment practices were disrupted and shifted to a focus on ensuring teaching and learning equivalency while faculty, staff, and students were adjusting to an entirely new teaching modality. How did we ensure our students were adjusting to this new reality? What impact did COVID have on faculty and staff? We will examine the results of student, faculty, and staff surveys that were developed by the Higher Education Data Sharing consortium which helped us get a 360-degree view of how our campus was adjusting. There will be breakout rooms and hands-on exercises to further explore and share ideas about assessment in a time of national crisis.

### **Assessment + Accreditation = Winning Combination**

1pm-4pm, Monday, May 11, 2020

Presenters: **Carol Anderson**, Vice President; **Laura Gambino**, Vice President – New England Commission for Higher Education (NECHE)

In this interactive workshop, join Commission Vice Presidents Carol Anderson and Laura Gambino as we share ways that assessment can help support accreditation processes and accreditation processes support assessment efforts. Participants will leave the workshop with concrete strategies for advancing assessment and accreditation on their campus.

### **Equity-Centered Assessment: Concepts and Strategies for Implementation**

1pm-4pm, Monday, May 10, 2021

Presenter: **Gavin Henning**, Professor of Higher Education, New England College; **Anne Lundquist**, Assistant Vice President for Campus Strategy, Anthology; **Ciji Heiser**, Director of Assessment and Effectiveness-Student Affairs, Western Michigan University

Centering equity in assessment is both process and product. It is an approach to ensure that assessment is implemented in an equitable way, but it is also a method for deconstructing systems of power and oppression to further equitable educational outcomes. This interactive session will include an overview of the construct of equity-centered assessment, explore frameworks and strategies for implementation. Participants will leave with concrete action steps for applying the content to their daily work.

### **Good Curriculum Design: The Foundation for Meaningful Assessment**

1pm-4pm, Monday, May 10, 2021

Presenter: **Carina Self**, Dean of Graduate Studies and Academic Effectiveness, 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 multi-year process

of undergraduate curriculum re-design and offer “tried-and-true” resources for faculty and academic administrators.

**Amplifying Voices, Guiding Dialogues, and Supporting Improvement: Using Collaborative Action Research**

1pm-4pm, Monday, May 10, 2021

Presenters: **Bill Preble**, Professor of Education, New England College

In this session, we will explore issues of organizational culture, climate, and equity within your organization. We will share a collaborative action research process that has been widely applied to amplify diverse voices, encourage effective, data-driven organizational culture and climate assessment, and promote equity and inclusion. Participants will work in small groups to gain first-hand experience with the process of data-driven dialogue and reflective practice. Ample time will be allocated to planning for the application of these collaborative action research strategies within your organization.

**Post-Covid Assessment: Are You Ready to Embrace Technology to Support Institutional and Program Assessment? Things to Know for Success**

1pm-4pm, Monday, May 10, 2021

Presenters: **Ruth Newberry**, Principal Education Consultant, Blackboard Inc.

In the post-Covid world, nearly 100% of teaching and learning activities are happening in LMS course sites. No longer do we have two-scenarios for assessment – what happens “on-campus” vs what happens in “distance ed.” Whether it’s remote learning or online (distance) education, your LMS is or could be capturing the “evidences” you need for institutional and program assessment, making collection, review, and analysis more timely and streamlined. In this workshop, we will dissect the landscape of assessment technologies (what they do and don’t do); identify key pathways for successful adoption and the “potholes and sink-holes” that derail your success; and consider the easy to more difficulty assessment practices that assessment technologies support. This interactive, participatory workshop will cover the broad uses and types of assessment technologies available to institutions today and ask participants to share experiences, evaluate practices, and complete activities typically needed for assessment technology adoption. This workshop would prepare attendees to evaluate their readiness for evaluating and using a variety of assessment technologies to support institutional and/or program assessment.