



**2nd Annual
Assessment Conference
at New England College**
May 15-16, 2018

Schedule of Events

Wednesday 7:30am-8:30am

Conference Check-In
Simon Center Lobby

Wednesday 8:30am-8:40am

Conference Welcome
Bridges Gym

Wednesday 8:40am-9:20am

A Vision for Equity, Inclusive Excellence, and Quality
Opening Keynote

Bridges Gym

How can we accelerate broad-scale systemic innovation to advance educational practices that engage diversity and challenge inequities in student outcomes to make excellence inclusive? What are sustainable models and strategies for promoting quality in undergraduate education? How do we advance equity across higher education in service to academic excellence and social justice? This session will highlight AAC&U's strategic priorities related to assessment of student learning outcomes, equity, and quality by focusing on strategies for developing institutional models for assessment that promote continuous improvement of engaged learning experiences (e.g., high-impact practices) and equity-driven, evidence-based practices to improve student outcomes and build institutional capacity to support success for all students.

Presenter: Tia Brown McNair, Vice President in the Office of Diversity, Equity, and Student Success at the Association of American Colleges and Universities (AAC&U)

Wednesday 9:30am-10:20am Presentations

Fostering the Evolution of Program Assessment to Increase Accountability and Actionability CEI 101

Assessment efforts evolve over time in terms of increased efficiency, accountability, and relevance. This session describes the evolution of an assessment plan from loosely organized in terms of accountability and action, to one which facilitates those elements. Multiple perspectives including requirements of regional accreditors, program accreditors, and experiences with groups of faculty as well as those of being a regional evaluator have influenced this evolution. Strategies for benchmarking at the institutional and program levels will be included, with examples.

Track: Program/Service Assessment

Presenters: Elizabeth Fuller, Associate Director, Doctor of Physical Therapy Program & Professor of Physical Therapy, MCPHS University.

Supporting Student Learning Assessment with Online Professional Development Modules CEI 102

The Learning Assessment Research Consortium (LARC) of New England colleges has created online assessment modules and made them freely available in partnership with the National Institute for Learning Outcomes Assessment (NILOA). Participants will experience part of a module, and explore ways to use the modules to help build a sustainable process for learning outcomes assessment on their campus.

Track: General Assessment

Presenters: Christopher Cratsley, Professor of Biology, Fitchburg State College
Jennifer Herman, Director of the Center for Teaching and Learning, Simmons College

Performance Measures that Actually Perform: Elements of Meaningful Measures CEI 201

Performance measures can be a powerful tool to assess and drive strategic performance. However, the process of developing, analyzing, and using performance measures can sometimes seem daunting. This session will share some fundamental principles that support the development of meaningful performance measures, a powerful approach for performance data analysis, and a process for translating measures into a system that can guide resource allocation.

Track: General Assessment

Presenters: Daniel Doerr, Assistant to the Vice President of Student Affairs-Planning and Assessment, University of Connecticut

Left Brain, Right Brain of Academic Program Assessment CEI 202

We use the widespread notions of “left brain, right brain” as metaphors to address the debate on how to promote faculty buy-in and participation in academic program assessment and review. In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* changed the way many people thought about what intelligence is and how teaching and learning occur. Gardner succeeded in expanding the notion of intelligence; among other things, he revealed the role of cultural and social bias in how we value abilities in others. Gardner's paradigm was one of complexity, not reductionism. However, popular knowledge about the left brain and right brain often reduces the complexity of how our brain works to dichotomies that paint a simplistic picture. We will address how a similar phenomenon has taken place with the concept of assessment in academic program review, and how rigid and excessively standardized

approaches can be harmful to the process and alienate faculty.

Track: Program/Service Assessment

Presenters: Nelly Lejter, Dean, School of Graduate and Professional Studies, New England College

Cynthia Martin, Professor of Business Administration, New England College

Accelerated Criminal Justice Program Assessment: The Efficacy of Curricular Platforms

Lyons 103

Contemporary higher educational delivery methods and systems have been faced with many barriers that include the lack of expertise, resources, and technological availability. Add to this the edict to develop meaningful assessment models that accurately measure program delivery methods as well as the performance of both students and faculty alike. Criminal justice programs have not gone unscathed. This presentation offers a model of curricular platforming to engage in program development, delivery, and assessment in order to foster a methodology of continuous improvement in a graduate criminal justice administration degree program.

Track: General Assessment

Presenter: Frank Colaprete, Professor of Criminal Justice Administration, Keuka College

Teaching Graduate Students and Higher Education Professionals About Student Affairs Assessment

Lyons 106

This session focuses on teaching higher education professionals and graduate students through a workshop about assessment in the higher education program. Some graduate students and higher education professionals do not have knowledge about assessment, and student affairs professionals need to acquire these skills sets. One of the reasons is that student affairs professionals can, therefore, improve programming, advising, leadership in student affairs, which can therefore increase student retention in higher education.

Track: General Assessment

Presenter: Maxwell Korten, Graduate Assistant for the Division of Higher Education, Merrimack College

Student Affairs Assessment with a Capital A: Moving from Data Collection to Continuous Improvement

Lyons 107

Student Affairs Assessment has evolved in the past decade from just straightforward data collection. Student satisfaction and participation helps cater to an intentional approach focused on student engagement and learning—connecting institutional goals for student retention and success. Data is no longer collected in isolation, but as part of an intentional, integrated approach linked to division and department missions, strategic planning, and program review.

Track: General Assessment

Presenter: Matt Jackson, Institutional Effectiveness Consultant, Campus Labs

The Public Demonstration of Knowledge

Lyons 109

This session provides an overview of Rivier University's First Year Academic Symposium (FYAS) and how the "public demonstration of knowledge" via digital posters provides an opportunity for efficient and efficacious assessment of these student learning outcomes, among others: 1. The ability to present an argument in succinct oral form, using a "digital poster" as an aid 2. The ability to compose and ask interpretive and evaluative questions.

Track: General Assessment

Presenters: Tim Doherty, Coordinator, Department of English, Rivier University
Brad Stull, Coordinator, General Education, Rivier University

What is Data Without a Good Story?

Lyons 204

Data storytelling is set to become an essential skill set that all Student Affairs professionals need. Conducting good assessment has been a significant focus within our field for several years, but we have more work to do when it comes to learning how to share our data in powerful ways. Come hear more about what data storytelling is, a new design-thinking model that embeds storytelling into the assessment cycle, and what strategies you can use to craft powerful stories.

Track: General Assessment

Presenter: Lesley D'Souza, Manager, Communications and Assessment, University of Ontario Institute of Technology

Improving Campus Safety, Climate, and Culture with Collaborative Action Research

Lyons 205

In this session, participants will learn about a collaborative action research process used at NEC to assess and improve campus culture and climate. Presenters will discuss neuro-psychological, cognitive, and organizational research that provides a rationale for this work on college campuses and recent calls for campus safety efforts to include assessment of campus climate. The session will provide examples of best practices for campus culture and climate evaluation and improvement. Participants will also be provided with time and support to conduct a preliminary self assessment of campus climate and culture and plan next steps.

Track: General Assessment

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

Lai-Monte Hunter, Director, Diversity and Inclusion, New England College

Developing a Strategic Evaluation Plan for Civic and Community Engagement

Lyons 208

Developing a Strategic Evaluation Plan for Civic and Community Engagement is designed to increase the capacity of campuses to answer increasingly sophisticated questions about the impact their programs are having on students, the community, and campuses.

Track: Program/Service Assessment

Presenters: Debby Scire, Executive Director, Campus Compact New Hampshire

Cathy Burack, Senior Fellow for Higher Education, Brandeis University

In Media Res: Lessons from the Middle of Things

Lyons 209

Offering approaches from the experience of those who moved an institution from an absence of organized assessment of General Education requirements to a system with institution-approved outcomes and assessment rubrics for each goal (8), the focus will be on the "how" part of achieving the assessment compliance, rather than the assessment itself. We will address workload issues, strategies that help to identify and engage even the most resistant of colleagues, and the need to demonstrate the incorporation of stakeholders' feedback.

Track: Student Learning Assessment

Presenters: Kathleen McDonald, Associate Professor of English, Norwich University

Natalia Blank, Associate Provost for Academic Affairs and Assessment, Norwich University

Stacie Morgan, Executive Director, Leadership and Change Institute, Norwich University

Let's Get Doable – Redesigning a Rubric and Program Assessment Plan Collaboratively

Lyons 211

Rivier University's information literacy rubric was challenging to use across departments with student artifacts from freshmen's poster presentations to seniors' capstone research papers. Assessment wasn't really answering the question we needed answered: could our students seek and use information effectively and responsibly? We redesigned the rubric and our assessment plan, and you can too. Find out how to redesign a rubric, get faculty and administration buy-in, adjust to stakeholder needs, road test the rubric, and evaluate its effectiveness.

Track: Program/Service Assessment

Presenter: Deb Baker, Assistant Director of Regina Library, Rivier University

Wednesday 10:35am-11:25am Presentation Follow-Up Workshops/Roundtables

Follow-Up Roundtable: Fostering the Evolution of Program Assessment to Increase Accountability and Actionability

CEI 101

In this follow-up roundtable, participants will practice expanding assessment plans to facilitate accountability and action. NEASC E1 forms, as well as a modified E1 form and a format designed by the presenter will be used for initial structure. Elements such as targets, thresholds, and timeline will be discussed as will focus of faculty efforts to maximize impact.

Track: Program/Service Assessment

Presenters: Elizabeth Fuller, Associate Director, Doctor of Physical Therapy Program & Professor of Physical Therapy, MCPHS University.

Implementing Learning Assessment Professional Development Modules on your Campus

CEI 102

The Learning Assessment Research Consortium (LARC) online assessment modules are designed to meet the needs of a wide range of audiences and to allow for varying modes of delivery from strictly online to in person workshops. In partnership with the National Institute for Learning Outcomes Assessment (NILOA), LARC project members continue to explore how best to support institutions in the use of these modules. Participants will discuss ways to use the modules to help build a sustainable process for learning outcomes assessment on their campus.

Track: General Assessment

Presenters: Christopher Cratsley, Professor of Biology, Fitchburg State College
Jennifer Herman, Director of the Center for Teaching and Learning, Simmons College

Lessons Learned: Equity, Inclusive Excellence, and Quality

CEI 110

This follow-up concurrent session will be a discussion of the lessons learned from the Association of American College and Universities' project, *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success* and will provide an overview of the newly launched VALUE Institute.

Track: General Assessment

Presenter: Tia Brown McNair, Vice President in the Office of Diversity, Equity, and Student Success at the Association of American Colleges and Universities (AAC&U)

Performance Measure Roundtable: The Good, the Bad, and the Ugly

CEI 201

This session will allow participants to share and explore challenges and successes related to the development and use of performance measures and to apply and consider fundamental principles and approaches that support the development of meaningful performance measures, sound performance data analysis, and resource allocation.

Track: General Assessment

Presenters: Daniel Doerr, Assistant to the Vice President of Student Affairs-Planning and Assessment, University of Connecticut

Transcending the Left Brain, Right Brain Divide: Practical Applications

CEI 202

This workshop is a hands-on applied version of the conversation that will have taken place in the first part of the overall session. Participants will examine examples of academic program assessment tools and analyze them from the perspective of the left-right brain discussion and propose alternative ways to build more flexibility and creativity in the assessment and academic program review process.

Track: Program/Service Assessment

Presenters: Nelly Lejter, Dean, School of Graduate and Professional Studies, New England College

Cynthia Martin, Professor of Business Administration, New England College

The Value of Curricular Platforms in Programmatic Assessment

Lyons 103

The Value of Curricular Platforms in Programmatic Assessment involves exposing the participant to the utility of using a curricular assessment platform to design and measure programmatic performance. The participant will discuss (1) The value of using a systems approach to programmatic and course design, (2) The value of alignment of college, department, programmatic, and course level outcomes in program and course design methods, and (3) The value of qualitative and quantitative assessment methods in assessing programmatic performance as they may apply to their own institutions and programs. From the presentation of the model and results of the methodology as tested at the undergraduate and graduate levels, the participants can then conceptualize the design and application within their own programs.

Track: General Assessment

Presenter: Frank Colaprete, Professor of Criminal Justice Administration, Keuka College.

Follow-Up Roundtable: Teaching Graduate Students and Higher Education Professionals About Student Affairs Assessment

Lyons 106

The applied workshop will be used to assess graduate students' and higher education professionals comprehension and knowledge of student affairs assessment from the powerpoint presentation. The applied workshop will be an academic advisor, who is trying to get feedback from their advisees regarding their advising sessions. The purpose of the applied scenario is to assess graduate students' comprehension and knowledge of student affairs assessment. Graduate students will figure out the following for the academic advisor: 1) what questions to ask their advisees in the survey, 2) when the academic advisor should specifically send the survey, 3) establishing some goals for their department and the students after designing the survey, and 4) getting support from divisional leaders.

Track: General Assessment

Presenter: Maxwell Korten, Graduate Assistant, Merrimack College

Moving from Data Collection to Continuous Improvement

Lyons 107

Participants will consider tips and best practices regarding innovative data collection and student learning outcomes assessment in the context of planning and program review practices; evaluate their division's current assessment practices using a Culture of Evidence Rubric; and create actionable take-aways and next steps for their campus.

Track: General Assessment

Presenter: Matt Jackson, Institutional Effectiveness Consultant, Campus Labs

The Public Demonstration of Knowledge: Conceiving a Program for Your Institution

Lyons 109

In this workshop, participants will create a definition of "the public demonstration of knowledge" appropriate to their own institutions, conceive two potential ways they might enact "the public demonstration of knowledge" at their own institutions, and outline student learning outcomes and means of assessment linked to these potential "public demonstrations of knowledge."

Track: General Assessment

Presenters: Tim Doherty, Coordinator, Department of English, Rivier University

Brad Stull, Coordinator, General Education, Rivier University

Design Thinking and Assessment Roundtable

Lyons 204

What is missing in a positivist approach to assessment is an appreciation of how emotions and shared stories motivate change. This is what makes Designed Assessment Thinking—a combination of the Stanford School model of Design Thinking and the assessment process—so exciting. It's focus on empathy and storytelling result in data that centers student experiences, with empathy fueling innovation and positive shifts in culture. Join us to practice using this process, and hear more about how it can support positive change at your campus.

Track: General Assessment

Presenter: Lesley D'Souza, Manager, Communications and Assessment, University of Ontario Institute of Technology

Applying Collaborative Action Research to Improve Campus Climate, Culture, and Safety

Lyons 205

Participants in this applied workshop will complete a quick Campus Culture, Climate and Safety Self-Assessment and discuss strategies for Implementation of collaborative action research process on campus as well as possible barriers that will need to be overcome. Each participant will leave with a draft Action Plan to conduct their own campus wide assessment of Campus Climate, Culture and Safety.

Track: General Assessment

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

Lai-Monte Hunter, Director, Diversity and Inclusion, New England College

How Do We Know We are Making a Difference?

Lyons 208

Developing an exemplary campus evaluation plan for Civic and community engagement depends on a strong strategic foundation as well as garnering critical resources, expertise, structures and procedures. This highly interactive applied workshop will focus on developing effective strategies to ensure high quality evaluation and assessment.

Track: Program/Service Assessment

Presenters: Debby Scire, Executive Director, Campus Compact New Hampshire

Cathy Burack, Senior Fellow for Higher Education, Brandeis University

Making it Work at Your Institution: Workshopping Strategies to Deal with Resistance

Lyons 209

Continuing from the presentation, the workshop focuses on the “how” part of undertaking a successful assessment project, rather than the goal itself. We will address workload issues, strategies that help to identify and engage even the most resistant of colleagues, and the need to demonstrate the incorporation of stakeholders’ feedback. Participants will review all of these topics in relation to their own institution.

Track: Student Learning Assessment

Presenters: Kathleen McDonald, Associate Professor of English, Norwich University
Natalia Blank, Associate Provost for Academic Affairs and Assessment, Norwich University
Stacie Morgan, Executive Director, Leadership and Change Institute, Norwich University

Step by Step Planning for Rubric and Program Assessment Redesign

Lyons 211

You've accepted that the rubric you're using to evaluate student outcomes from a program and now you're ready to dive in and redesign it. In this workshop, take the first steps of discovering what you most want to learn, who can help, who will benefit, who you'll need to convince, and what you'll need to do. By the end of the session you'll have a list of what to include in your rubric and assessment plan, and possibly a very rough draft.

Presenters: Deb Baker, Assistant Director of Regina Library, Rivier University

Wednesday 11:30am-12:15pm

Lunch Group Blue
Gilmore Dining Hall

Wednesday 12:00am-12:45pm

Lunch Group Red
Gilmore Dining Hall

Wednesday 1:00pm-1:45pm **Presentations**

A Framework for Documenting the Student Experience

CEI 101

This session will provide an overview of UAlbany's Student Affairs data collection framework which is used to inform institutional leaders about the student experience. The framework helps in capturing student engagement, measuring student learning, and identifying students need of early intervention. The ultimate goal is to improve student success and student retention. After hearing examples from the presenters, participants will identify areas of focus that will create an action plan to form their own data collection framework unique to their institution.

Track: General Assessment

Presenters: Doug Sweet, Student Affairs Assessment and Planning, University of Albany
Emily Feuer, Assistant Director, Student Affairs Assessment and Planning, University of Albany

Assessing Service Learning from Multiple Perspectives

CEI 102

The number of faculty choosing to use service learning as a strategy to improve teaching and learning continues to grow. As a result, campuses are confronted with the complex task of assessing impact on students, institutions, and the community. In this session we will explore multiple pathways used by faculty to assess the extent to which students have achieved specific learning objectives. Presenting faculty members will describe their assessment journeys. Discussions will focus on the relationships between service learning and student learning and the challenges associated with developing meaningful assessments.

Track: Student Learning Assessment

Presenters: Doug Blais, Professor of Sports Management, Southern New Hampshire University

Justina Oliveira, Assistant Professor of Psychology, Southern New Hampshire University

Darrell Hucks, Associate Professor of Education, Keene State College

Tanya Sturtz, Assistant Professor of Special Education, Keene State College

Using Artificial Intelligence to Scale High Quality Student Assessments

CEI 201

As AI disrupts a number of industries, how will it impact Education? This session will provide an overview of the applications of AI in higher education, and discuss solutions to problem of student engagement, creating scalable assessments that focus on critical thinking and problem solving skills, and improving instructors' productivity with efficient automatic grading of open-response answers. The presenters will share a case study of using AI in an undergraduate science course.

Track: Student Learning Assessment

Presenters: Dee Kanejiya, Founder and CEO, Cognii

Brian White, Associate Professor of Biology, University of Massachusetts-Boston

Assessing Technology: Alignment, Performance, and Effectiveness

CEI 110

The expectations for technology and its use continue to rise within Colleges and Universities. This presentation will share an assessment approach and key metrics as well as provide context for the implementation and use of applications in this increasingly complex environment. A technology results hierarchy will frame the conversation, making it relevant to technologist and non-technologist alike.

Track: Program/Service Assessment

Presenter: Carol Thomas, Vice President, Technology and Marketing Communications, New England College

Assessment for Learning, Assessment for Wellness: Alternative Strategies that Reduce Student Anxiety

CEI 202

Traditional assessment methods often cause anxiety and stress for students, and we know from cognitive research that stress interferes with learning. What are some methods that reduce stress and improve learning? This session will focus on: A review of the research on the relationship between stress and learning and evaluation and stress, alternative perspectives on the role of assessment in learning, and a description of and rationale for using alternative assessment methods that provide feedback on student learning.

Track: Student Learning Assessment

Presenters: Prudence Merton, Associate Director for Faculty Programs and Assessment, Dartmouth College

Cindy Cogswell, Associate Director of Accreditation and Assessment, Dartmouth College

Connecting with At-Risk Students: Using Assessment to Implement Change

Lyons 103

In this session, we will evaluate the process the Academic Support Team embarked upon to determine the effectiveness of the Pathway to Academic Success course for first year students on academic probation. In its previous form, students seldom came off probation and retained. As a new and improved pilot, the initial results have been significant and palpable by implementing outcomes that enhanced metacognitive skills.

Track: Program/Service Assessment

Presenters: Ian Harmon, Associate Director, Academic Advising, New England College

Robyn Hudson, Director of Disability Services, New England College

Erin Brooks, Director of Mentoring, New England College

Program Review Without A Budget

Lyons 106

In this interactive storytelling session, details of how Franklin Pierce University conducted a Student Conduct and Community Standards department assessment utilizing a peer-review assessment model, with the partnership from Newbury College will be shared. The assessment was conducted at zero cost to the institution and provided a way for two Dean of Students to collaborate and support each other, while producing a quality assessment for FPU's Strategic Plan.

Track: Program/Service Assessment

Presenters: Jill Bassett, Assistant Dean of Student Affairs and Retention, Franklin Pierce University

Jennifer Forry, Dean of Student Affairs, Newbury College

There's TEAM in AssEssMenT

Lyons 107

Undergoing Assessment or reviews are an inherently stressful process that can be made even more stressful when team leaders and members don't play by the rules. The same rules we learned and followed on the playground during our younger years are still the same, but the playground structure is different. This session will help support leadership and followership best practices during the assessment process. We will explore personality traits, personal strengths and weaknesses, and trust and team building can add or detract from the overall success and group efficacy when undergoing an assessment or review.

Track: General Assessment

Presenter: Raelyn Viti, Associate Professor of Education, New England College

Using Assessment to Enhance Students' Understanding of the Liberal Arts

Lyons 109

This session will focus on how assessment led to the development of Newbury College's required first year course, "Foundations of the Liberal Arts" and how our assessment of this course enhanced the outcomes. Changes made to the course, based on the data we gathered, led to measurable improvement in the second year, specifically in our students' application of the liberal arts to their personal lives and intended careers. These results have implications for introductory liberal arts courses and general education more broadly.

Track: Program/Service Assessment

Presenters: Matthew Konieczka, Interim Associate Dean of Academic Affairs, Newbury College

Laurie Gordy, Dean of Academic Affairs, Newbury College.

Deborah Mael, Associate Professor of English and Humanities, Newbury College

Aaron Tillman, Associate Professor of English, Newbury College

Brendan O'Malley, Assistant Professor of History, Newbury College

Peter Galeno, Associate Professor English and Humanities, Newbury College

Cognitive Complexity and First Year Retention in Housing and Residence Life

Lyons 204

In considering programming within Housing and Residence Life, implementation of Astin's (1991) I-E-O model, college impact model, should be discussed. Incoming first year students are overly heavy on input and at times they do not fully understand the college environment. The assessment of cognitive complexity among first year students who live on campus could provide evidence in how intentional programming in residence halls can increase or predict retention and improve skills of critical thinking and community building.

Track: Student Learning Assessment

Presenters: Kellie Dixon, Assessment Coordinator for Student Affairs, North Carolina A&T State University

Shaun Owens, Associate Director of Residence Life, North Carolina Central University

Pulling the Thorn from the Lion's Paw: Developing Assessable Learning Objectives Without Incurring the Wrath of Your Faculty

Lyons 205

Over the past decade, the University at Albany has endeavored to standardize institutional assessment and do a better job of sharing results with the faculty and students. In addition to "closing the loop" with these constituents, we have worked closely with the academic units to develop both curriculum maps, and objectively assessable Student Learning Objectives as well as the associated reporting structures. In this session we will talk about assessment in the context of meeting Middle States Commission on Higher Education Standard #5, while simultaneously building a culture of transparency and the opportunity to change the way departments think about the design of program curriculum, their SLOs, and more broadly about assessment.

Track: Student Learning Assessment

Presenters: Steven Doellefeld, Director of Assessment, University of Albany

Eric Walsh, Assistant Director of Assessment, University of Albany

The Credit We Deserve: Complexities in Promoting an Institutional Culture of Evidence and Inquiry

Lyons 208

This presentation addresses the process a small liberal arts college has followed over the recent period to promote a culture of evidence and inquiry. The presentation will discuss major themes, lessons learned, and next steps. Major themes include: (1) We tend to be highly critical of our capability to use evidence and practice inquiry to inform our work, and give little if any credit to the assessment work that is already taking place. (2) We know more than we think we do. (3) We don't focus enough on goals. (4) There is great disparity across the institution in terms of knowledge and practice. (5) We lack the conceptual frameworks and a paradigm that could help us systematize the emphasis on evidence and inquiry.

Track: General Assessment

Presenters: Nelly Lejter, Dean, School of Graduate and Professional Studies, New England College

Mark Rowland, Distance Services/Instruction Librarian, New England College

Assess for Impact: Student Success as a Measure of Effectiveness

Lyons 209

Successful students are the key indicator of institutional effectiveness. If your campus is like other campuses, you have access to data that tells you what aspects of college may challenge particular students, where students have learning opportunities (or don't), how much they learned (or didn't) and student feedback about courses, resources, experiences, and programs.

In this session, we'll discuss new ways to view, analyze, and use data and where to find it when you need it.

Track: General Assessment

Presenter: Matt Jackson, Institutional Effectiveness Consultant, Campus Labs

Building a Learner-Centered Curricular Assessment System

Lyons 211

In this workshop, participants will have a chance to think about key elements of a “learning systems approach” to general education and degree outcomes assessment by comparing the work at their home institutions to the work occurring at Granite State College, NH’s 4-year public, adult-focused institution of higher education. This workshop will also include information about the use of our LMS’s competency framework and learning plans.

Track: Student Learning Assessment

Presenters: Carina Self, Associate Dean of Academic Effectiveness, Granite State College

Tamara VonGeorge, Associate Dean of Undergraduate Studies, Granite State College

Erin Courville, Instructional Designer, Granite State College

Wednesday 2:00pm-2:45pm Follow-Up Workshops/Roundtables

Creating a Framework for Documenting Student Experience

CEI 101

This applied workshop session will provide participants the opportunity to brainstorm their own framework for collecting engagement data on their own campus. Participants will work with members of the Student Affairs Assessment and Planning team, at the University at Albany, to reflect on their data collection needs and attach them to assessment theories and frameworks that are appropriate for their campus. The workshop will include individual reflections, small group sharing, and large group discussions. By the end of the session, participants will have an action plan to create their own framework that captures student engagement, measuring student learning, and identifying students who are in need of early intervention.

Track: General Assessment

Presenters: Doug Sweet, Student Affairs Assessment and Planning, University of Albany

Emily Feuer, Assistant Director, Student Affairs Assessment and Planning, University of Albany

Applying Service Learning Assessment from Multiple Perspectives

This follow-up workshop allows participants to apply the information gleaned in the presentation.

CEI 102

Track: Student Learning Assessment

Presenters: Doug Blais, Professor of Sports Management, Southern New Hampshire University

Justina Oliveira, Assistant Professor of Psychology, Southern New Hampshire University

Darrell Hucks, Associate Professor of Education, Keene State College

Tanya Sturtz, Assistant Professor of Special Education, Keene State College

Applied Workshop: Assessing Technology: Alignment, Performance, and Effectiveness

CEI 110

The expectations for technology and its use continue to rise within Colleges and Universities.

This presentation will share an assessment approach and key metrics as well as provide context for the implementation and use of applications in this increasingly complex environment. A technology results hierarchy will frame the conversation, making it relevant to technologist and

non-technologist alike. This follow-up session will provide an opportunity to apply content from the previous presentation.

Track: Program/Service Assessment

Presenter: Carol Thomas, Vice President, Technology and Marketing Communications, New England College

Follow-Up Program: Using Artificial Intelligence to Scale High Quality Student Assessments

CEI 201

As AI disrupts a number of industries, how will it impact Education? This session will provide an overview of the applications of AI in higher education, and discuss solutions to problem of student engagement, creating scalable assessments that focus on critical thinking and problem solving skills, and improving instructors' productivity with efficient automatic grading of open-response answers. The presenters will share a case study of using AI in an undergraduate science course.

Track: Student Learning Assessment

Presenters: Dee Kanejiya, Founder and CEO, Cognii

Brian White, Associate Professor of Biology, University of Massachusetts-Boston

Applied Workshop: Assessment for Learning, Assessment for Wellness: Alternative Strategies that Reduce Student Anxiety

CEI 202

Where are their opportunities for you to introduce and promote alternative assessments on your campus? Participants will debrief the presentation and have an opportunity to brainstorm applications in their work from what they learned in the presentation.

Track: Student Learning Assessment

Presenters: Prudence Merton, Associate Director for Faculty Programs and Assessment, Dartmouth College

Cindy Cogswell, Associate Director of Accreditation and Assessment, Dartmouth College

Follow-Up Workshop: Connecting with At-Risk Students: Using Assessment to Implement Change

Lyons 103

In this session, we will evaluate the process the Academic Support Team embarked upon to determine the effectiveness of the Pathway to Academic Success course for first year students on academic probation. In its previous form, students seldom came off probation and retained. As a new and improved pilot, the initial results have been significant and palpable by implementing outcomes that enhanced metacognitive skills.

Track: Program/Service Assessment

Presenters: Ian Harmon, Associate Director, Academic Advising, New England College

Robyn Hudson, Director of Disability Services, New England College

Erin Brooks, Director of Mentoring, New England College

Follow-Up Roundtable: Program Review Without a Budget

Lyons 106

The tale of how two Dean of Students collaborated and support each other, while producing a quality assessment for FPU's Strategic Plan.

Presenters: Jill Bassett, Assistant Dean of Student Affairs and Retention, Franklin Pierce University

Jennifer Forry, Dean of Student Affairs, Newbury College

Building the Dream Team

Lyons 107

As a follow-up to the TEAM is in AssEssMenT presentation this workshop is designed to develop tangible skills in leadership and followership roles.

Track: General Assessment

Presenter: Raelyn Viti, Associate Professor of Education, New England College

Assessment as a Tool for General Education Revision

Lyons 109

This hands-on workshop will help participants determine how better to integrate the liberal arts/general education in their curriculum. In particular, activities will center on defining and clarifying the purpose of the liberal arts/general education as well as creating a coherent, unified, and outcomes-driven core.

Track: Program/Service Assessment

Presenters: Matthew Konieczka, Interim Associate Dean of Academic Affairs, Newbury College
Laurie Gordy, Dean of Academic Affairs, Newbury College.

Deborah Mael, Associate Professor of English and Humanities, Newbury College

Aaron Tillman, Associate Professor of English, Newbury College

Brendan O'Malley, Assistant Professor of History, Newbury College

Peter Galeno, Associate Professor

Assessing Cognitive Complexity in First Year Students in Housing and Residence Life

Lyons 204

In considering programming within Housing and Residence Life, implementation of Astin's (1991) I-E-O model, college impact model, should be discussed. Incoming first year students are overly heavy on input and at times they do not fully understand the college environment. The assessment of cognitive complexity among first year students who live on campus could provide evidence in how intentional programming in residence halls can increase or predict retention and improve skills of critical thinking and community building.

Track: Student Learning Assessment

Presenters: Kellie Dixon, Assessment Coordinator for Student Affairs, North Carolina A&T State University

Shaun Owens, Associate Director of Residence Life, North Carolina Central University

Ensuring Assessability of Your Departmental (or Program, College, etc.) Learning Objectives – an Applied Learning Exercise

Lyons 205

Do you struggle with getting your teaching faculty to understand the importance of systemic assessment? Has your campus been criticized by your accrediting body for having learning objectives that are not assessable? Do you feel lost when trying to figure out how to assess learning objectives? This hands on workshop will provide you with a basic toolkit to address all three of those concerns, and equip you with the ability to return to your campus ready to look at your own learning objectives and curriculum maps adequately prepared to bring change to your institutional processes.

Track: Student Learning Assessment

Presenters: Steven Doellefeld, Director of Assessment, University of Albany

Eric Walsh, Assistant Director of Assessment, University of Albany

The GROW Approach to Goal Setting and Its Importance to Foster a Culture of Assessment

Lyons 208

The workshop takes the item (3) from the initial session: “We don’t focus enough on goals” and is a practical exercise in goal setting and follow up that we have successfully used as an approach to promote connections between participants’ daily work and larger assessment questions. We use this approach to make connections between the overall themes and to provide participants with concrete tools they can apply at their home institutions.

Track: General Assessment

Presenters: Nelly Lejter, Dean, School of Graduate and Professional Studies, New England College

Mark Rowland, Distance Services/Instruction Librarian, New England College

Follow-Up Roundtable: Assess for Impact: Student Success as a Measure of Effectiveness

Lyons 209

The roundtable discussion will be facilitated by questions intended to spur reflection and generate questions participants may want to answer about their own campuses, identify the data needed to answer those questions, and draft a strategy to use it effectively.

Track: General Assessment

Presenter: Matt Jackson, Institutional Effectiveness Consultant, Campus Labs

Assignments, Rubrics, and Outcomes, Oh My! Practice using Curricular Assessment Tools

Lyons 211

In this workshop, participants will practice key elements of a “learning systems approach” through hands-on experiences with rubric-based assessment of student artifacts and vertical alignment of assignments, assessments, and outcomes.

Presenters: Carina Self, Associate Dean of Academic Effectiveness, Granite State College

Tamara VonGeorge, Associate Dean of Undergraduate Studies, Granite State College

Erin Courville, Instructional Designer, Granite State College

Wednesday 3:00pm-4:00pm

Assessment Expert Panel

Bridges Gym

A panel of experts will provide their tips and advice on assessment and answer participant questions.

Presenters:

Cindy Cogswell, Associate Director of Accreditation and Assessment, Dartmouth College

Gavin Henning, Professor of Education, New England College

Matt Jackson, Institutional Effectiveness Consultant, Campus Labs

Nelly Lejter, Dean, School of Graduate and Professional Studies, New England College

Wednesday 4:00pm-4:30pm

Conference Wrap-Up

Bridges Gym

Sponsors

