

Annual Conference on Learning and Assessment

CONFERENCE PROGRAM



**BUILDING ACADEMIC INNOVATION
AND RENEWAL
SEPTEMBER 9-11, 2015**

PHILADELPHIA, PA
DREXEL.EDU/ACONF



MESSAGE FROM JOHN FRY PRESIDENT, DREXEL UNIVERSITY



Thank you for joining us at Drexel for *Building Academic Innovation & Renewal*.

I commend our Provost, Brian Blake, and his team for spearheading this event. It's important that we share best practices across higher education. Colleges and universities face great challenges, and we must work together as colleagues to find solutions. Effective assessment will be critical to that process.

If you're from out of town, we are proud to host you in Philadelphia. I believe Greater Philadelphia is the hub for higher ed in the mid-Atlantic region, based on a high concentration of exceptional institutions and a long tradition of educational leadership. Philadelphia is also a great place to be inspired by our nation's history, and to enjoy yourself at our amazing cultural destinations and great restaurants.

I am pleased that Drexel's Conference on Teaching and Learning Assessment has become an annual event, and I hope you enjoy your experience here.

MESSAGE FROM BRIAN BLAKE PROVOST, DREXEL UNIVERSITY



The expectations placed on higher education to foster and document students' active and deep learning have never been higher. We live in a time of economic uncertainty, global interdependence, and urgent challenges. If our students are to be equipped with the skills to succeed in such a future, we must reject any

claims of quality learning that do not include as their focus students' active learning and understanding and our ability to assess such claims.

At Drexel, our assessment activities are based on institutional values that aim to produce relevant and functional data for aligning curricular design, course content, and pedagogical approaches with Drexel's mission and values. In all assessment activities, the faculty and staff endeavor to take full consideration of the different educational and cultural backgrounds of our increasingly diverse student population. The primary objective of our assessment program is to establish a practice of action research that informs planning and results in tangible improvements for our students.

In attending *Building Academic Innovation & Renewal*, you can look forward to three days of thought-provoking speakers, workshops, and invaluable networking on Drexel's beautiful campus, just minutes from the heart of historic Philadelphia and the birthplace of our nation. Let's work together to ensure that all students have continuous opportunities to apply their learning to the significant, real-world challenges which, no doubt, lie ahead for them.





Access the conference website easily by scanning this QR code or visiting drexel.edu/aconf/program/overview. On this site you will find all of the conference materials and session descriptions you may need. Additionally you will be able to provide feedback for a session or the conference. Links to your session evaluations are also available within the detailed conference schedule.



STAY CONNECTED DURING THE CONFERENCE ON TWITTER

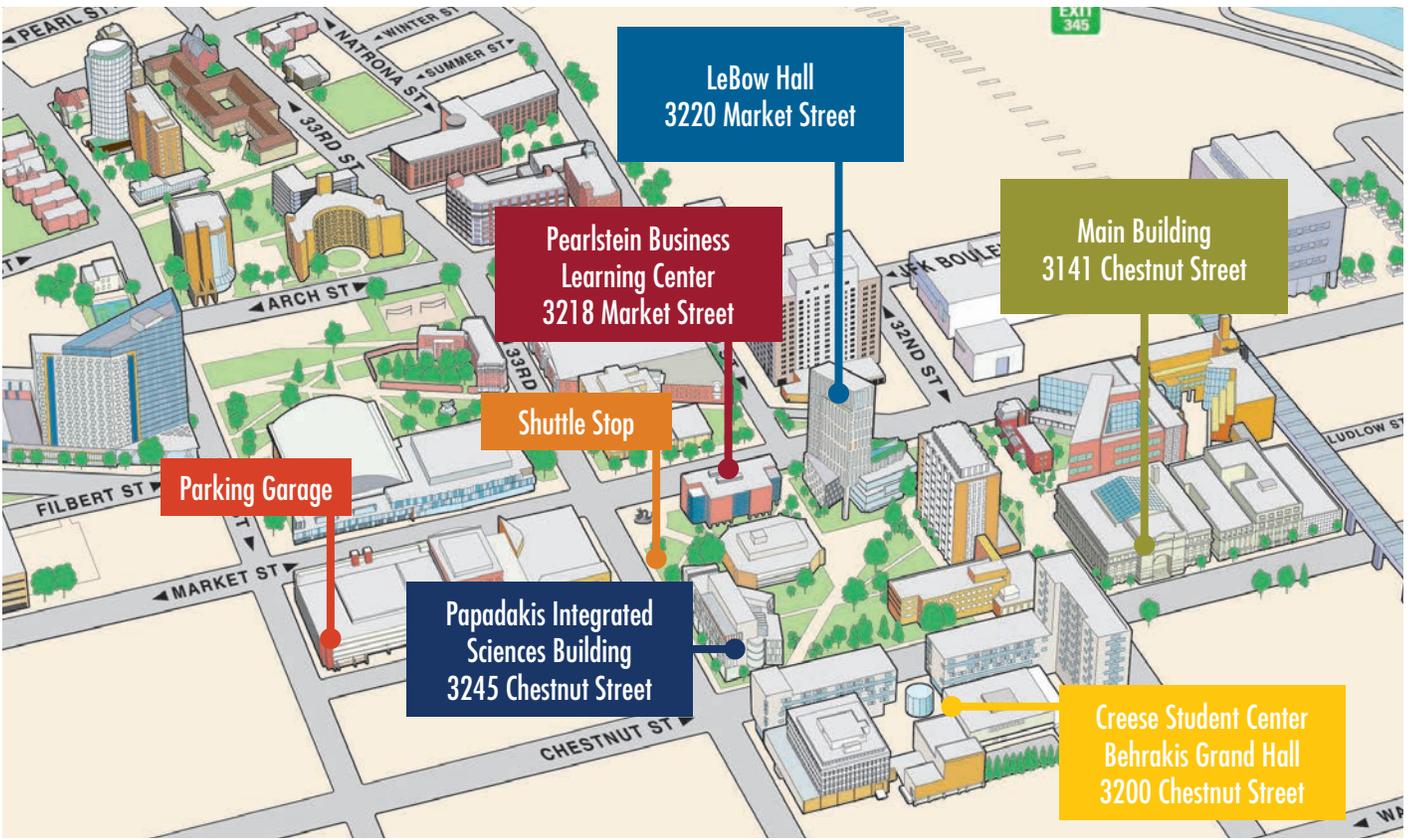
#DUassess2015

WIFI for the conference is sponsored by

Username: aconf2015

Password: drexel15





LEONARD PEARLSTEIN BUSINESS LEARNING CENTER

The Pearlstein Business Learning Center is a four-story, 40,000 square-foot facility containing numerous executive classrooms, technology such as video blackboards and document cameras for video conferencing with students, corporate executives and instructors at remote locations.



GERRI C. LEBOW HALL (LEBOW HALL)

The 12-story, 177,500 square-foot home for Drexel University's Bennett S. LeBow College of Business features an innovative array of classrooms and collaborative academic spaces as well as an environmentally friendly design underscored by a dramatic five-story central atrium.



CONSTANTINE N. PAPADAKIS INTEGRATED SCIENCES BUILDING (PISB)

The 150,000 square-foot building houses 44 research and teaching laboratories for biology, chemistry and biomedical engineering and a six-story atrium containing a 22-foot wide, 80-foot tall biowall, North America's largest living biofilter and the only such structure installed at a U.S. university.



JAMES CREESE STUDENT CENTER (BEHRAKIS GRAND HALL, NORTH & SOUTH)

Behrakis Grand Hall is the Creese Student Center's ballroom, located adjacent to the Main Lounge and left of the lobby of Mandell Theater. Behrakis Grand Hall is frequently utilized for banquets, lectures, meetings and conferences, as it can accommodate up to 1,200 people.





SCHEDULE AT-A-GLANCE

WEDNESDAY, SEPTEMBER 9

9:00 AM – 12:00 PM • PRE-CONFERENCE WORKSHOPS

Closing the Loop Between Strategic Planning and Assessment	Pearlstein 301
Engaging Students and Faculty in Assessment	Pearlstein 302
Libraries and their Value to the Student Learning Experience	Pearlstein 303
The New MSCHE Standards and the Impact of Assessment on Learning and Institutional Effectiveness	Pearlstein 307
Building for Student Success: A Common Sense Approach to Assessment Planning in Student Life	Pearlstein 308

1:00 PM – 2:00 PM • WELCOME & OPENING PLENARY

Issues and Trends in Global Higher Education: Implications for Accreditation	Mandell 424
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2:00 PM – 2:15 PM • BREAK

2:15 PM – 3:15 PM • CONCURRENT SESSION 1

Building Assessment Practices Through Critical Reflection and Evidence to Self-assess Teaching and Encourage Renewal	PISB 104
Linking Student Learning Outcome Data to Systemic Improvement Processes	PISB 106
An Outcome is Not an Ability!	PISB 108
“The West Point Leader Development System”: - Renewing our Focus on the Whole Student	Pearlstein 101
Assuring Learner Success Via Merging Best Practices of Assessment and Instructional Design	Pearlstein 102
Direct Assessment Techniques of Student Learning Outcomes in Student Support Services	LeBow Hall 109
Using Data to Reveal a Compelling Story about the Attainment of Learning Outcomes	LeBow Hall 209

3:15 PM – 3:30 PM • BREAK

3:30 PM – 4:30 PM • CONCURRENT SESSION 2

Evidence-based Storytelling: Sharing our Narratives	PISB 104
Engaging Faculty Meaningfully in Assessment through Shared Governance	PISB 106
“Yes You Can! How to Start from Scratch and Succeed at Assessment in One Year”	PISB 108
Assessment of a Service Learning Experience on University Students, Adjudicated Youth, and Juvenile Justice Personnel	Pearlstein 101
Success in an Asynchronous Environment: VoiceThread, Assessment, and Teaching Strategies in the Online Humanities Classroom	Pearlstein 102
The Benefits of Conceptualizing Institutional Student Learning Outcomes as an Endoskeletal Curriculum	LeBow Hall 109
Using the Right Tools: Rejuvenating Campus-Wide Assessment	LeBow Hall 209

THURSDAY, SEPTEMBER 10

7:30 AM – 8:30 AM • CONTINENTAL BREAKFAST – DREXEL UNIVERSITY

PISB Atrium

8:45 AM – 9:45 AM • CONCURRENT SESSION 3

Implementing Interprofessional Education at Salus University: The Evolution of the Evidence Based Practice Course	PISB 104
Gannon University’s Transition to Automated Outcomes Assessment	PISB 106
Everything I Ever Wanted to Know About Assessment I Learned from Reality Cooking Shows	PISB 108
Deep Diving into the Revised MSCHE Standards for Re-Accreditation-A Pilot’s Perspective	Pearlstein 101
Assessing Faculty Pedagogy and Student Success in an Online Community of Practice	Pearlstein 102
It takes a Village: Academic and Student Affairs Partnerships for General Education Reform	LeBow Hall 109
A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig	LeBow Hall 209

10:00 AM – 11:00 AM • CONCURRENT SESSION 4

Instructor-Student Engagement – Tracking Daily and Trending the Engagement Performance	PISB 104
Linking Strategic Planning, Assessment and Resource Allocation for Innovative Curriculum Development and Student Success	PISB 106
Design Studio for EdD to Re-design School for the Future	PISB 108
Developing and Sustaining First Year Writing Assessment for Multiple Audiences	Pearlstein 101
The Jefferson Teamwork Observation Guide: Using a Mobile Application Platform to Assess Behavior of Interprofessional Teams	Pearlstein 102
All in the Assessment Family: Using an Academic Assessment Model to Assess Co-curricular Programs	LeBow Hall 109
Telling Our Story: Attempt to Combat Grade Inflation with Rubrics	LeBow Hall 209

11:10 AM – 12:10 PM • CONCURRENT SESSION 5

Employing the Paulian Framework and Socratic Teaching Methods to Assess and Enhance Critical Thinking	PISB 104
Assessment-driven Core reform	PISB 106
Flocking Assessment! Finding Professional Birds of a Feather	PISB 108
Online Proctoring and FERPA: Safeguarding Student Data and Privacy	PISB 120
Settling the Score: Comparing IELTS and TOEFL Score Gains in a One-year Conditional Admissions Program	Pearlstein 101
It's Not Just for Plagiarism — Using All Turnitin Features to Ensure Student Success	Pearlstein 102
Strategic Move: Building Consensus in Service of Lasting Teaching and Learning Reform	LeBow Hall 109
Assessment Fellows Program – An Inside-Out Approach	LeBow Hall 209

12:30 PM – 1:45 PM • LUNCHEON & PLENARY

Where are We Going? Behrakis Grand Hall

2:00 PM – 3:00 PM • CONCURRENT SESSION 6

The neXus @ Naz: Bridging Teaching, Learning, Assessment and Scholarship	PISB 104
The Drexel DSLP Transcript and Instructional Decision Support System: Continuous Assessment in Context	LeBow Hall 209
Assessment Annotations: A Simple and (Almost) Painless Way Document to Assessment of Student Learning	PISB 108
Communication as a Creativity Assessment in the Workplace: Voices from the Field	Pearlstein 101
Identifying Effective Online Instructors and Instructional Practices Via the Red, Yellow, Green (RYG) Faculty Evaluation	Pearlstein 102
Catalyzing Improvement in Student's Critical Thinking Skills	LeBow Hall 109
Snapshots Session (A Collection of Mini Presentations)	PISB 106
<i>SS1: Assessment Drives Core Revision: Using Assessment to Invigorate the Core</i> <i>SS2: An Efficient and Collaborative Model for Collecting, Processing and Reporting Student Learning Outcome Data</i> <i>SS3: Ethics Education Assessment in MBA Core and Undergraduate Capstone Marketing Courses</i> <i>SS4: How Do You Like Me Now? Getting Students to Provide You with Formative Assessment</i> <i>SS5: "Critical Reading Skills in a College ESL Classroom: Between Question and Response"</i> <i>SS6: I Can See Clearly Now the Pain is Gone</i> <i>SS7: Encouraging Faculty Development Where You Can: Using a Review of Assessment Management Software Vendors</i> <i>SS8: Focus, Focus, Focus! Using the "Laser Point" Process to Create Assessment Based Plans for Improvement</i> <i>SS9: "Why Do I Have to Take this Course?" STEM Connections and Community Based Learning</i> <i>SS10: Cohorting: When a Course is Used to Assess Multiple Degree Programs</i>	

3:00 PM – 3:15 PM • BREAK

PISB Atrium

3:15 PM – 4:30 PM • PLENARY SESSION

Developing a Culture of Assessment in Student Affairs

Mandell 424

5:00 PM – 7:00 PM • RECEPTION – LIBERTY VIEW BALLROOM, INDEPENDENCE VISITOR CENTER, 6th & Market, 2nd floor

FRIDAY SEPTEMBER 11

7:30 AM – 8:30 AM • CONTINENTAL BREAKFAST

PISB Atrium

8:45 AM – 9:45 AM • CONCURRENT SESSION 7

Sustainable Outcomes Assessment Builds on Faculty Expertise: A Tale of Two Systems	PISB 104
Building Reformed Practices in Highly Unionized Environment	PISB 106
Engaging Faculty: On the Ground and Across the Pond	PISB 108
Interpreting Assessment Process as Expressions of Campus Culture and Identity	Pearlstein 101
Empower Your Students by Simplifying Scheduling! How Student Schedule Planning Benefits The Entire Institution	Pearlstein 102
Student Life Assessment: It's Not Like Herding Cats	LeBow Hall 109
Outcomes Assessment: Developing a Program or College Level Plan	LeBow Hall 209
Why Go Beyond Compliance? - Assessing Your Assessment System to Promote Continuous Improvement	PISB 120

9:45 AM – 10:00 AM • BREAK

PISB Atrium

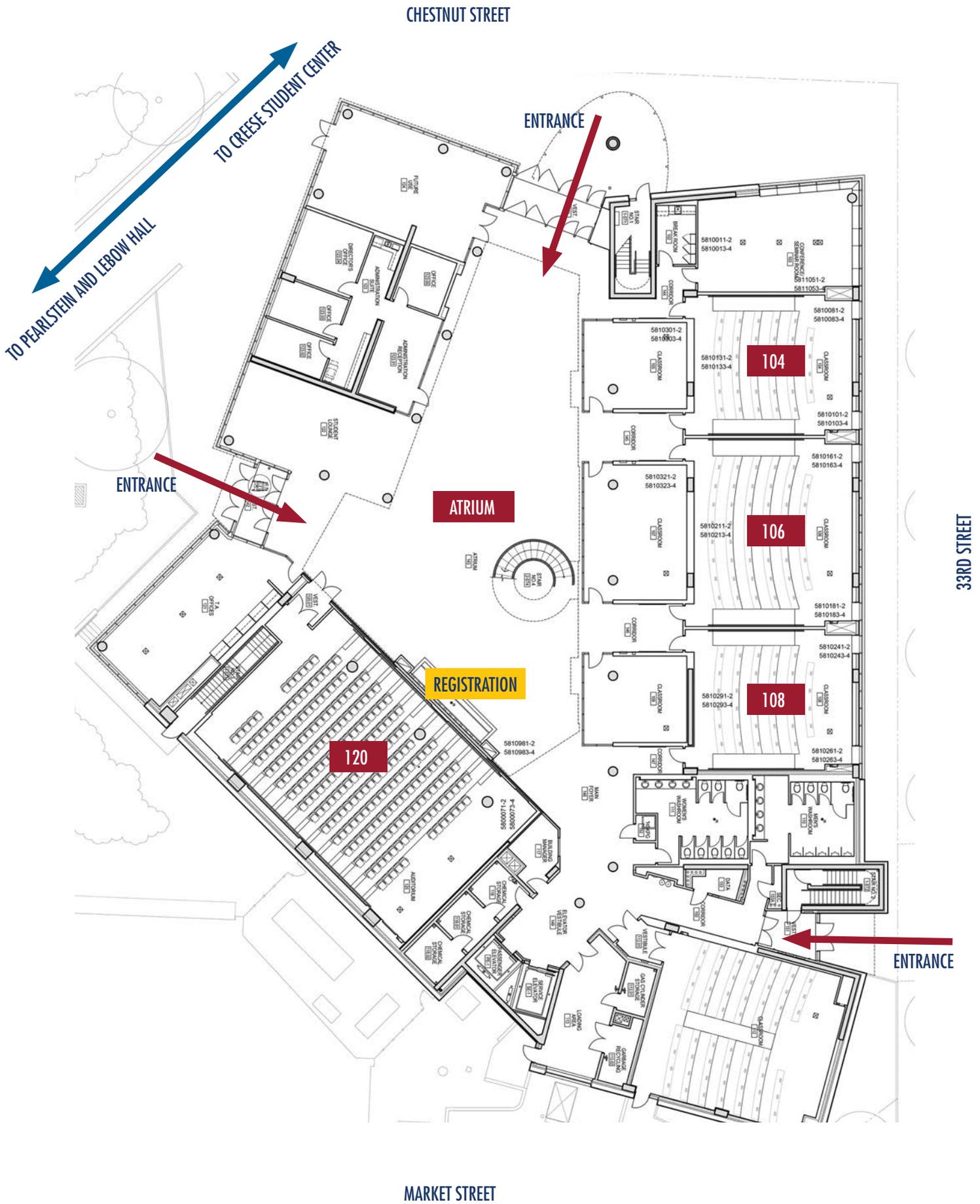
10:00 AM – 11:00 AM • CONCURRENT SESSION 8

Closing the Loop on Assessment - Improvements that Transform Student Learning	PISB 104
Core Curriculum Outcomes Retrofit: Backing Into Assessment	PISB 106
A Beginner's Guide to Best Practices in Assessment and Evaluation for Student Success/Support Programs	PISB 108
The Heat is On: Using a Curriculum Heat Map to Guide Curriculum Improvements	Pearlstein 101
Student Affairs Assessment: Moving Beyond Participation and Satisfaction	LeBow Hall 109
Utilizing & Linking Academic Assessment Outcomes to Strategic Planning	LeBow Hall 209

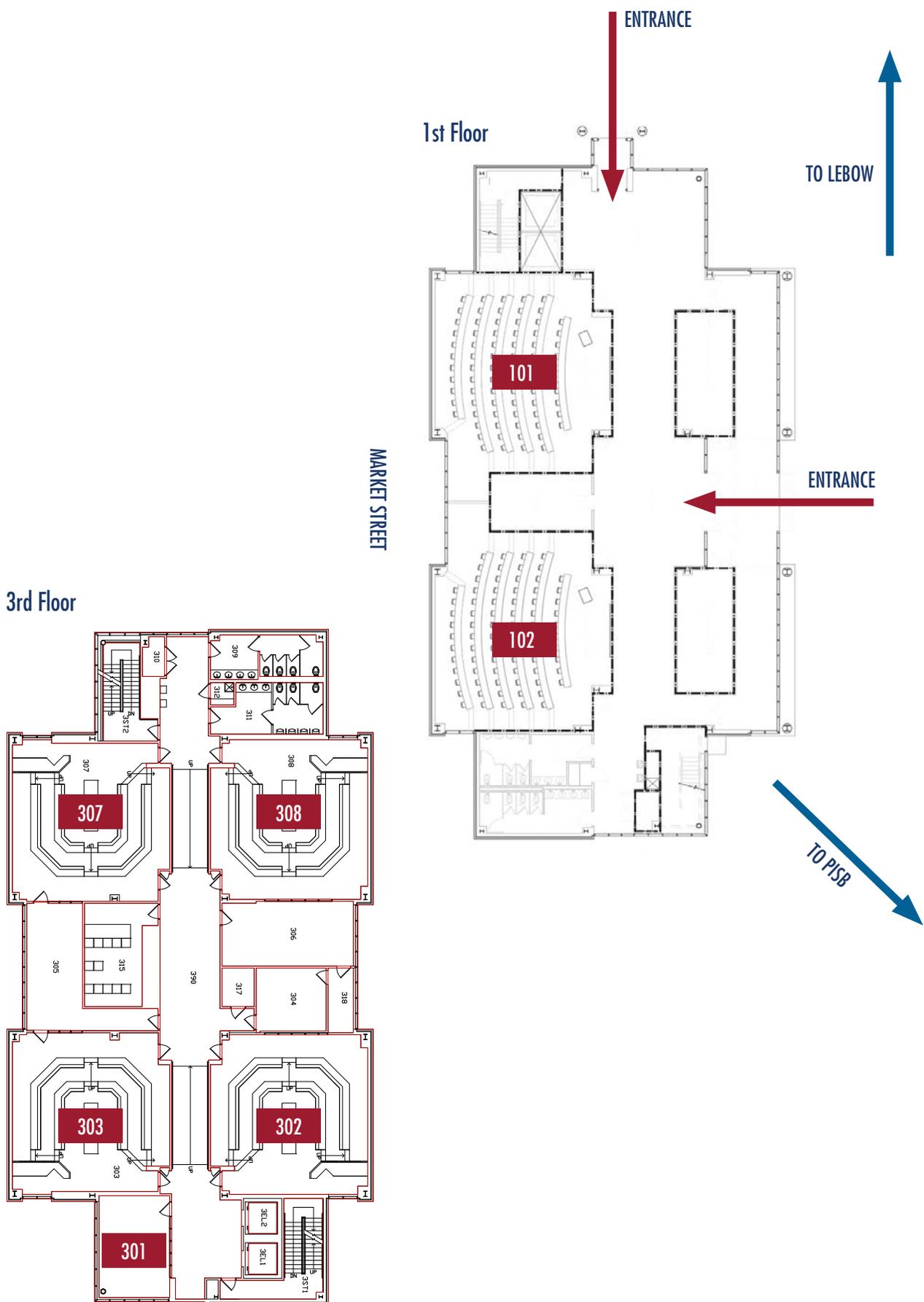
11:15 AM – 12:00 PM • CLOSING PLENARY Raffle drawings and boxed lunches available
Academic Renewal in the Context of the New MSCHE Standards

PISB 120

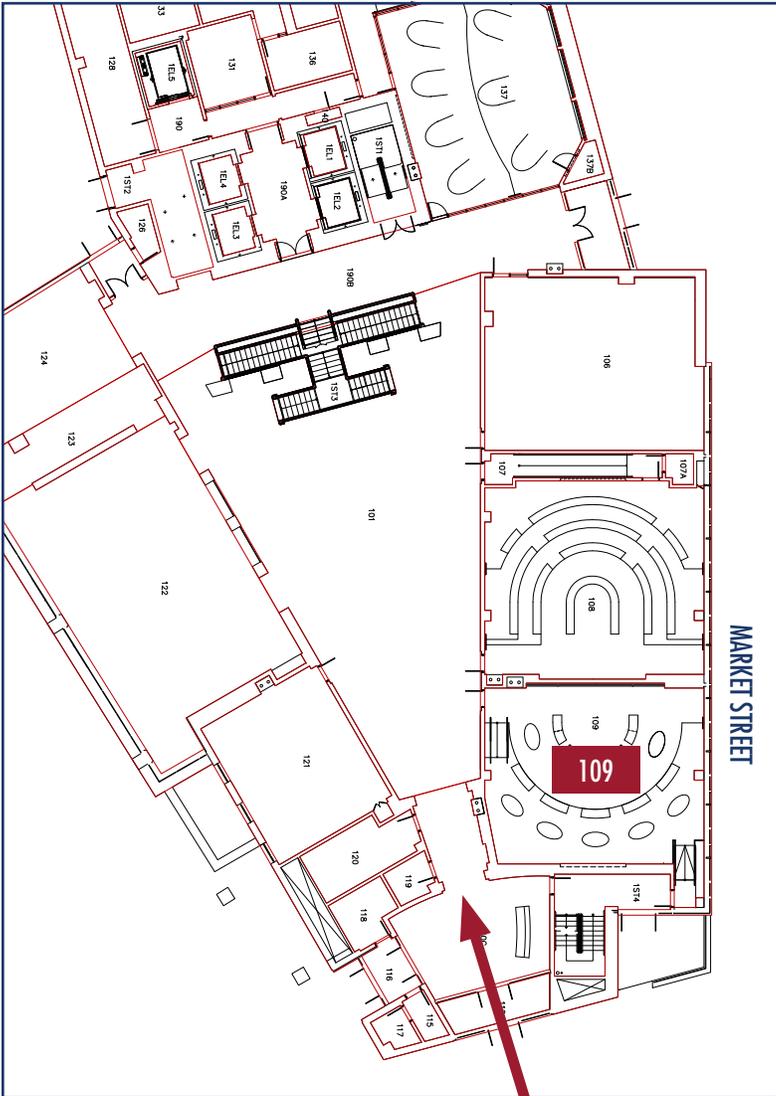
CONSTANTINE N. PAPADAKIS INTEGRATED SCIENCES BUILDING (PISB)



LEONARD PEARLSTEIN BUSINESS LEARNING CENTER



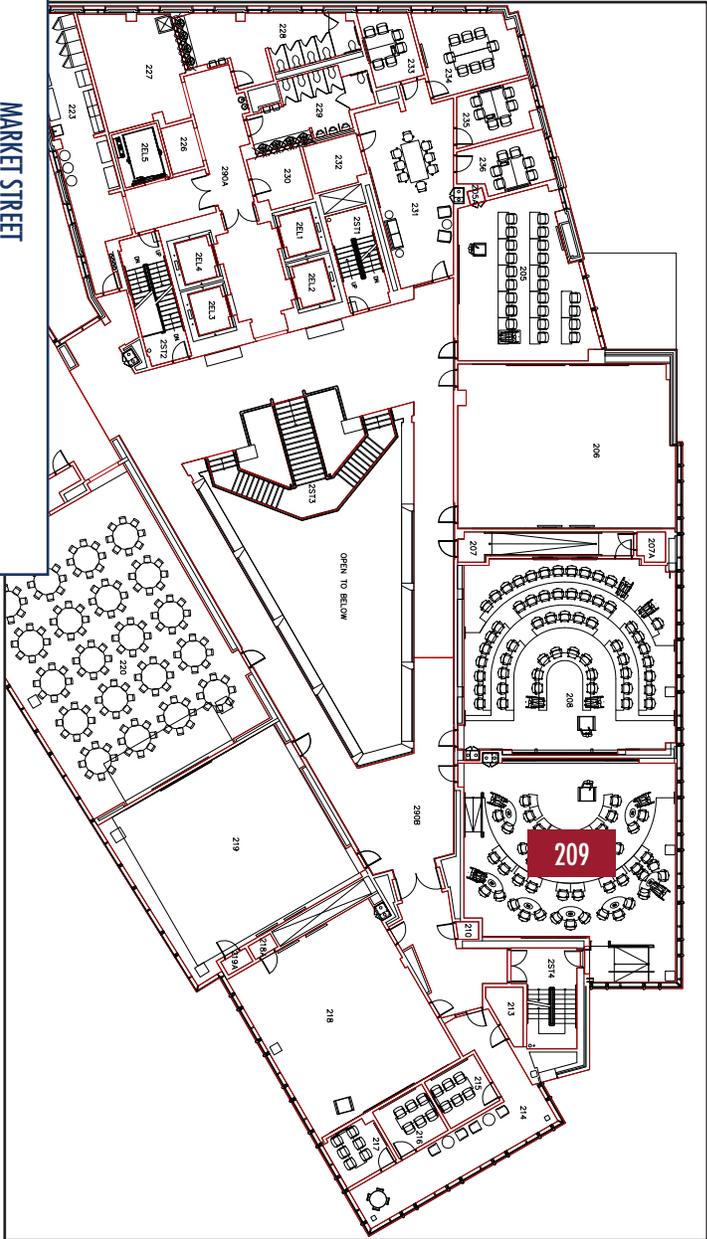
1st Floor



ENTRANCE

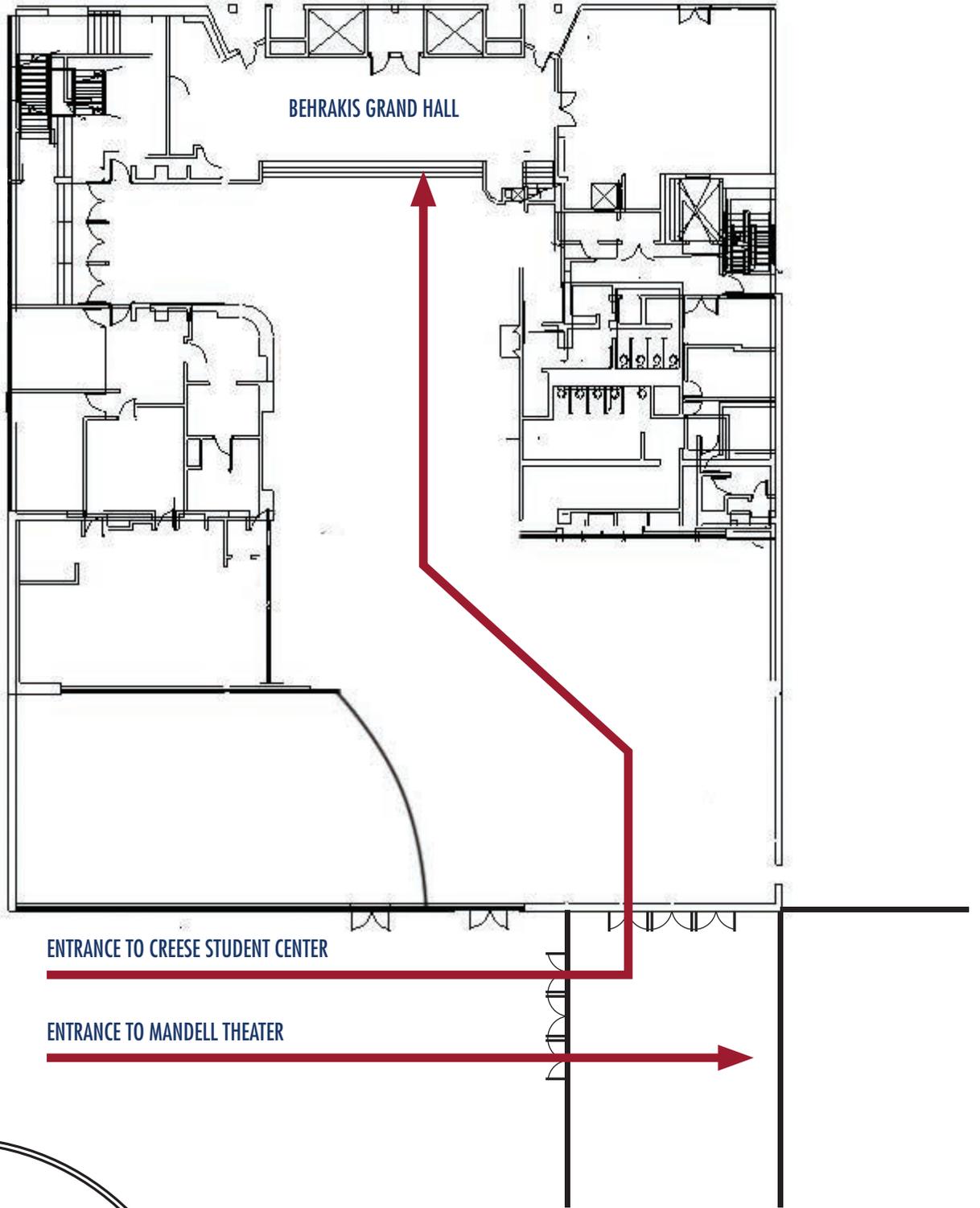
MARKET STREET

2nd Floor



JAMES CREESE STUDENT CENTER

CHESTNUT STREET



ENTRANCE TO CREESE STUDENT CENTER

ENTRANCE TO MANDELL THEATER

HANDSCHUMACHER DINING CENTER

CONFERENCE SCHEDULE

9:00 AM – 12:00 PM

PRE-CONFERENCE WORKSHOPS

9:00 AM – 12:00 PM PEARLSTEIN 301

Closing the Loop Between Strategic Planning and Assessment

Michael F. Middaugh, Higher Education Consultant

This workshop will be a comprehensive overview of strategies for assessing institutional effectiveness and student learning outcomes, with an emphasis on tying assessment results to institutional strategic planning. Workshop attendees will be provided with real world examples of closing the loop between assessment and planning.

In this pre-conference workshop, participants will be engaged in the fundamental components of good planning:

1. Assessment of Student Learning
2. Assessment of Institutional Effectiveness
3. Appropriate Use of Assessment Information in Shaping Decisions With Respect to Allocation of Human and Fiscal Resources

9:00 AM – 12:00 PM PEARLSTEIN 302

Engaging Students and Faculty in Assessment

Jodi Levine Laufgraben, Vice Provost for Academic Affairs, Assessment and Institutional Research, Temple University

If the phrases “Oh no not another survey!” or “Are we still doing this assessment stuff?” are uttered on your campus you will want to join colleagues for this interactive discussion and workshop on the importance of engaging students and faculty in assessment. We will focus on ways to engage faculty in the planning and uses of assessment for continuous improvement and ways to help students understand their role in the assessment of student learning process. Topics will include improving survey response rates, sharing of assessment results and maintaining continuous improvement.

In this pre-conference workshop, participants:

1. Discuss the importance of engaging faculty and students in assessment
2. Develop strategies for engaging faculty in all phases of the assessment process
3. Generate ideas for sharing the goals of assessment with students

9:00 AM – 12:00 PM PEARLSTEIN 303

Libraries and Their Value to the Student Learning Experience

Danuta A. Nitecki, Dean of Libraries, and Professor, College of Computing & Informatics, Drexel University

Robert Dugan & Nancy Turner

What is the value of the campus library to improve the student learning experience? For decades librarians have been collaboratively developing and utilizing assessment approaches to address this question in terms of information literacy instruction, providing access to publications, and library spaces. This workshop is intended for learning assessment professionals, faculty and librarians.

As a result of joining this engaging workshop, participants will be able to:

1. Identify what librarians are typically doing to assess programs and services affecting teaching and learning
2. Apply at least one method at their institution to gather data about the library value for students

3. Build stronger campus collaborations and assessment strategies

9:00 AM – 12:00 PM PEARLSTEIN 307

The New MSCHE Standards and the Impact on Assessment of Learning and Institutional Effectiveness

Sean McKittrick, Vice President, Middle States Commission on Higher Education

In accordance with CFR 34 602.21 Review of Standards, the Commission conducts a regular review of its accreditation standards. During Spring 2013 the Commission began its latest comprehensive review of the standards. These efforts were led by a Steering Committee representing MSCHE member institutions, the MSCHE staff, and the general public. The Steering Committee followed a set of Guiding Principles. These four Guiding Principles were developed by the Commission to reflect the areas that were identified as the most important to the membership of the Commission: Mission-Centric Quality Assurance, the Student Learning Experience, Continuous Improvement, and Supporting Innovation.

The Commission approved a plan to implement the revised standards through a unique Collaborative Implementation Project. The project involves a cohort of 15 institutions that are scheduled to submit their self-studies and host evaluation teams during the 2016-2017 academic year. Throughout the next two years these 15 institutions will undergo a “high touch” experience in which they will speak frequently with members of the Commission staff and with each other, as they engage in self-study. They will also play an active role in preparing other institutions to use the revised standards. All institutions hosting an evaluation team visit in the 2017-2018 academic year and beyond will engage in self-studies guided by the revised standards.

9:00 AM – 12:00 PM PEARLSTEIN 308

Building for Student Success: A Common Sense Approach to Assessment Planning in Student Life

Mark Green, Manager of Assessment, Department of Nursing Operations, Drexel University

Katie Zamulinsky, Assistant Dean, Campus Engagement, Drexel University

In this workshop, participants will work with professionals to build their student life assessment plans with current goals and priorities. Professionals working in offices with no assessment plan will have the opportunity to develop an assessment plan from scratch; while professionals working in student life offices with assessment plans are invited to bring their plans to work on refining and improving assessment activities. Starting with identifying learning goals and following the assessment cycle through to using data, participants will learn a process of developing and integrating assessment plans into the daily activities.

1. Participants will learn the steps of the outcomes assessment process
2. Participants will learn the components of an assessment plan
3. Participants will learn a process to accomplish outcomes assessment planning and integration of assessment processes in their daily activities in an office of student life.

12:45 PM – 2:00 PM

WELCOME & OPENING PLENARY

BRIAN BLAKE, PROVOST (Mandell 424)

Greetings and welcoming remarks will be issued by **Dr. Brian Blake**, Provost and Executive Vice President for Academic Affairs.



1:00 – 2:00 MANDELL 424

Issues and Trends in Global Higher Education: Implications for Accreditation

Francisco Marmolejo, Lead Tertiary Education Specialist, World Bank

Universidad de las Américas (UDLA) in Mexico City, where later he served as Vice President for Academic Programs (1990–92) and Vice President for Administration and Finances (1992–94). During his tenure, UDLA obtained accreditation in the U.S. granted by the Southern Association of Colleges and Schools (SACS).

From 1994 to 1995, he was the first Mexican educator serving as a Fellow of the American Council on Education. He did his fellowship at the University of Massachusetts Amherst, Amherst. At the end of his ACE Fellowship, he was appointed as founding Executive Director of CONAHEC, the Consortium for North American Higher Education Collaboration, a network of more than 160 colleges and universities from Canada, the U.S. and Mexico where he served until 2012. CONAHEC is the largest and an influential international collaborative higher education network in the North American Free Trade Agreement (NAFTA) region. CONAHEC is headquartered at the University of Arizona, where Marmolejo also served as Assistant Vice President for Western Hemispheric Programs, Affiliated Researcher at the Center for the Study of Higher Education and Affiliate Faculty at the Center for Latin American Studies.

Marmolejo is or has been member of advisory and governing boards in various institutions and organizations

including the External Advisory Boards at the University of Nuevo Leon (UANL), the University of San Luis Potosí (UASLP), Universidad de Guadalajara, the Mexican Consortium of Universities (CUMEX), the Mexican Association of International Education (AMPEI), WES: World Education Services, and the Compostela Group of Universities. He has been member of the Commission of International Initiatives at the American Council on Education, and of the Board of Directors at NAESA: Association of International Educators.

Marmolejo has consulted for universities and governments in different parts of the world, and has been part of the Organization for Economic Co-operation and Development (OECD) and World Bank international peer review teams of experts conducting evaluations of higher education in Europe, Latin America, Africa, the Middle East and Asia.

He participates in international higher education conferences delivering presentations and lectures on internationalization of higher education and higher education trends. Marmolejo has authored and co-authored articles on the same topics and chapters in books. He was actively involved in the creation of the Network of International Education Associations (NIEA) which brings together the leaders of the most important international education associations of the world. At NIEA he served as member of the Board.



Francisco Marmolejo is an international educational administrator. He is the Tertiary Education Coordinator and Lead Tertiary Education Specialist of the World Bank. He was born in Ojuelos in Mexico, and graduated from the Autonomous University of San Luis Potosí Universidad (UASLP) in 1981 with a bachelor's degree in business administration with emphasis in Agri-business. He

received a Master's degree in business administration from UASLP, and later conducted doctoral work in Organizational Administration at Universidad Nacional Autónoma de México.

Marmolejo started his career at UASLP; from 1981 to 1983, he served as Manager of the Experimental Agriculture Station "Las Delicias", and from 1983 to 1987 he worked as Assistant Administrative Dean at the School of Agriculture. In 1989, he was appointed Head of the MBA Program at the

2:00 PM – 2:15 PM

BREAK Refreshments Available

2:15 PM – 3:15 PM

CONCURRENT SESSION 1

2:15 – 3:15 PISB 104

Building Assessment Practices Through Critical Reflection and Evidence to Self-assess Teaching and Encourage Renewal

Phyllis Blumberg, University of the Sciences

While evidence-based, best teaching practices should drive teaching assessment tools, typically that does not happen. Instead most currently used assessments of teaching instruments rely on the perspectives of others (students, peers, and chairs). These tools often focus on what the instructor does, or on teacher personality characteristics. Considering the inadequacies of the current tools for assessing teaching which fail to measure best teaching practices led to the development of a new model and corollary rubrics to assess all aspects of teaching. This model and the rubrics rely on increasing

standards of effective teaching and have five consistent levels of performance. Each level suggests ways to improve teaching such as providing frequent formative feedback to students. Through the use of this model and the rubrics, faculty can construct integrative self-assessments of their teaching, leverage their critical reflections, manipulate data from many sources including their students, peers, course artifacts, the literature on learning and their scholarship of teaching to inform a robust teaching renewal process.

LEARNING OUTCOMES:

1. Participants will be able to use a hierarchical professional renewal model and its corollary self-assessment rubrics. The model and rubrics rely on increasing standards of effective teaching that requires critical reflection on feedback from students and peers and encourage the use of evidence-based and scholarly teaching
2. Participants will be able to use the rubrics to assess their own teaching to identify ways to improve

Audience: Beginner

2:15 – 3:15 PISB 106

Linking Student Learning Outcome Data to Systemic Improvement Processes

Evonne Carter, Robin Harris & Michelle Walters, College of The Albemarle

The Student Learning Outcomes process focuses on specific expectations of students upon completion of a program of study. Identifying and implementing improvements based on data analyzed is neither a simple, nor a singular matter. This session will outline our college's SLO processes and share strategies to "move the needle" on improvements that impact student learning that go beyond the classroom to include: college policies, curriculum currency, planning, budget development, professional development, online instruction, scheduling, recruitment, program reviews and student engagement. This presentation will present a model for linking improvement processes by honing in on data collection strategies currently being used, and then walking participants through a process of evaluating what data show and how many of the variables related to improving student learning go beyond course or program level enhancements.

LEARNING OUTCOMES:

1. Identify systems currently in place at home college and evaluate their effectiveness
2. Analyze all variables that contribute to student learning success

Audience: Advanced

2:15 – 3:15 PISB 108

An Outcome is Not an Ability!

Janet Thiel, Neumann University

Often the stated outcome of a course or program contains the phrase "the student will be able to..." Outcomes are descriptions of student's evidence of learning, not a statement about students' abilities. This session will review how course or program goals, objectives, and outcomes are distinct but inter-related in building an effective Assessment Plan. The session will give the participants a template to use to define and develop an assessment plan that truly reflects the intended learning of the course or program. This will be an active session for participants.

LEARNING OUTCOMES:

1. Attendees will have defined a goal, learning objectives, learning outcomes and associated assessment for either a course or program
2. Participants will be familiar with a tool to use to continue this activity for completion of an assessment plan for a course or program

Audience: Intermediate

2:15 – 3:15 PEARLSTEIN 101

"The West Point Leader Development System": Renewing our Focus on the Whole Student

Jerry Kobylski & Chris Mayer, United States Military Academy
Russell Lachance & Corey Gerving

The outcomes of the West Point Leader Development System (WPLDS) are broadly based in that they address not only character, academic, civic, co-curricular, and extracurricular outcomes, but also military and physical outcomes. Our 2009 Middle States Commission on Higher Education (MSCHE) self-study articulated that West Point possessed multiple goals in each of these domains, but did not have clear and coherent implementation and assessment processes that provided a holistic view of either cadet achievement or program

effectiveness. The MSCHE team recommended that our "leadership provide strong command emphasis and institutional support for the continued development, implementation, and documentation" of our institutional outcomes assessment system with emphasis on processes, co-curricular and extracurricular linkages, and routine evaluation of the assessment process. This presentation will share how West Point addressed the above recommendation by describing the newly developed and implemented processes, the results, and the assessment of effectiveness. This new approach renewed the staff and faculty's focus on cadet development and provided institutional leaders with a more effective method to assess program effectiveness and make informed decisions to improve student learning and development. Participants will have the opportunity to apply specified elements of the WPLDS assessment methodology to their institution and share this with other participants.

LEARNING OUTCOMES:

1. Participants will be able to apply a simple methodology for implementing an effective assessment process for assessing institutional learning outcomes
2. Participants will be able to audit their own institutional learning assessment processes for comprehensiveness, effectiveness, and sustainability

Audience: Intermediate

2:15 – 3:15 PEARLSTEIN 102

Assuring Learner Success via Merging Best Practices of Assessment and Instructional Design in Program/Course Templates

Ray Lum, Stephanie Sutcliffe, Joel Rodriguez & Joseph Hawk, Drexel University

Program competencies are often understated in courses. In addition, it is not always clear how assessment techniques for student learning outcomes are mapped to competencies. The focus of this session is to demonstrate how explicit program mapping and assessment in master program/course templates would enhance learner success in achieving program competencies. The session will first illustrate how innovation in program design can reframe the alignment of programs level outcomes to course outcomes in program/course master templates. Secondly, the session demonstrates how best practices in instructional design can renew interest for alignment in course assessments to program outcomes that support learner success. The transparency of program and course learning outcomes refreshes a culture towards learner success. Lastly, the session presents promising practices that build on the experience of assessment experts, instructional designers and faculty to achieve learner success.

LEARNING OUTCOMES:

1. Participants will be able to Identify promising practices to create learner success friendly master program/course templates
2. Participants will be able to apply merged best practices from instructional design and assessment to support learner success

Audience: Intermediate

2:15 – 3:15 GERRI C. LEBOW HALL, 109

Direct Assessment Techniques of Student Learning Outcomes in Student Support Services

Michael C. Sachs, East Stroudsburg University

Creating Direct Student Learning Assessment Tools within Student Support Services can be challenging for many student service professionals. Often student service programs rely only on indirect assessment techniques such as focus groups, evaluations, surveys, and the like. However, student services offices have countless direct student learning assessment tools available. This presentation will provide examples of direct assessment techniques in a variety of student services which can easily be incorporated into an institution's assessment plans. Examples of direct assessment may include performance, portfolios, presentation, pre and post testing, video recordings, as well as other more novel approaches. This presentation is geared for student support services professionals from institutions of all types who are looking to directly measure student learning in student support services. The presentation will focus on programs, events, and trainings which are conducted at most institutions. Examples, sample rubrics, and various direct student learning measures for a wide variety of student support services will be provided.

LEARNING OUTCOMES:

1. Participants will be given the tools to create direct student learning outcomes that can be used on their campuses
2. Participants will gain a knowledge of how to integrate student learning outcomes into their campus wide assessment programs

Audience: Intermediate

2:15 – 3:15 GERRI C. LEBOW HALL, 209

Using Data to Reveal a Compelling Story about the Attainment of Learning Outcomes

Javarro Russell, Educational Testing Services (ETS)

The purpose of this session is to demonstrate how assessment can be organized to improve the attainment of high quality data regarding student achievement of student learning outcomes. The session will be broken into three sections. Following a review of the state of assessment in higher education, first there will be a discussion on identifying the most pressing questions about student learning at your institution. Next the presenter will identify the types of data that can be used to respond to those questions along with the pros and cons for each. The presenter will also identify ways to use the data to encourage academic innovation and to improve student learning. Each section of this presentation will include specific examples from institutions who engage in student learning outcomes assessments. Finally, the presenter will propose various "real life" assessment examples to the audience to uncover how the same data can be used at different institutions.

LEARNING OUTCOMES:

1. The participants will be able to identify the most important data elements for the assessment of student learning outcomes
2. The participants will be able to identify unique ways to use student learning outcomes data at their home institution

Audience: Intermediate

3:15 PM – 3:30 PM

BREAK

Refreshments Available

3:30 PM – 4:30 PM

CONCURRENT SESSION 2

3:30 – 4:30 PISB 104

Evidence-based Storytelling: Sharing our Narratives

Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA)

This presentation will explore the framing of the use of assessment results and present an alternative view of how to conceptualize the use of assessment for improvement. Examples from institutions will be provided and audience members will be invited to share their own examples throughout the course of the dialogue. This presentation will draw from several resources from the National Institute for Learning Outcomes Assessment (NILOA) to present a framework for communicating to various internal and external audiences what is considered good assessment within a specific institution. The use of narrative and storytelling will be explored through case study examples of evidence-based storytelling. The objectives of the session will be to work with the audience members to better understand the role of narrative in relation to larger concerns about transparency, communication, public trust, and accountability and accreditation. After some group sharing and reporting out, the approach of evidence-based storytelling will be presented and outlined with various institutional examples provided.

LEARNING OUTCOMES:

1. Explain the role of narrative in shaping the assessment conversation
2. Utilize evidence-based storytelling to share internally and externally on assessment practices and use of assessment results

Audience: Intermediate

3:30 – 4:30 PISB 106

Engaging Faculty Meaningfully in Assessment through Shared Governance

Brigitte Valsey, Loretta Simons & Janine Utell, Widener University

This session describes how faculty across an institution can be meaningfully engaged in assessing and improving student learning through shared governance. Participants will learn about faculty committee experiences at one institution and the positive benefits for learning and teaching. Through peer-to-peer and large group discussion, participants will explore ways governance structures support or inhibit faculty involvement in assessment for learning improvement at their institutions and how to enhance faculty engagement.

LEARNING OUTCOMES:

1. Describe effective governance practices related to assessment from the case of one university
2. Analyze their own governance structures with an eye towards using them to enhance faculty engagement in assessment, and take away some ideas to implement at their campuses

Audience: Intermediate

3:30 – 4:30 PISB 108

“Yes You Can! How to Start from Scratch and Succeed at Assessment in One Year”

Ruth Sandberg & Rosalie Guzofsky, Gratz College

Panicked over your lack of academic assessment? Have few resources to support new assessment efforts? Don't know where to start? This 60-minute presentation will show you how one small college had these very same challenges and turned everything around in one year. Learn how to: create an Assessment Team; create templates for academic assessment documentation; establish a perpetual assessment calendar; simplify and systematize the assessment process; and make academic assessment sustainable. If we could do it, so can you!

LEARNING OUTCOMES:

1. Participants will learn how to create their own Templates for Academic Assessment Documentation
2. Participants will learn how to create their own Perpetual Assessment Calendar

Audience: Intermediate

3:30 – 4:30 PEARLSTEIN 101

Assessment of a Service Learning Experience on University Students, Adjudicated Youth, and Juvenile Justice Personnel

Nancy Blank, Megan O'Neill Hajduk & Mimi Staulters, Widener University

The presenters will provide the audience with tools and knowledge for effective assessment of an interdisciplinary academic service learning experience. Researchers sought to obtain a deeper understanding of the program outcomes for university students, youthful offenders, and juvenile justice personnel. The audience will learn useful assessment strategies through conversation about a specific service learning program which is a collaborative effort among Widener University and Diakon Youth and Family Services, Media, PA. Seniors from the WU Education Program meet twice weekly to provide literacy interventions to youth on probation. The first 30 minutes will include a power point presentation followed by questions from the audience. A WU student who served as a tutor and a justice-involved youth who received services will attend the presentation and conduct a mock tutoring session for the audience to observe.

LEARNING OUTCOMES:

1. The audience will experience examples of assessment to evaluate university student participant outcomes using reflections, field based assignments, and quantitative measures
2. The audience will experience examples of assessment using interviews and focus groups to evaluate the impact of the program on the community partners and their perspectives

Audience: Intermediate

3:30 – 4:30 PEARLSTEIN 102

Success in an Asynchronous Environment: VoiceThread, Assessment, and Teaching Strategies in the Online Humanities Classroom

Alicia Cunningham & Jordan Shapiro, Temple University

When the Temple University Intellectual Heritage Program piloted its first online Great Books Seminar classes, Mosaic Online, three years ago, the program faced the challenge of maintaining the vibrant seminar style pedagogy without the benefit of face-to-face instruction.

Recognizing the need to structure the online classroom in a way that embraces the advantages of interactive digital platforms without falling into the trap of trying to mimic the live classroom environment, the program was designed, from the outset, to be a flexible and multifaceted framework within which instructors would be able to exercise individual teaching autonomy. The presenters will discuss the assessment protocols that led to their online program's success and demonstrate how VoiceThread can be integrated into both the Online and Traditional classroom environment to improve pedagogy in the digital environment and beyond.

LEARNING OUTCOMES:

1. Participants will gain a working knowledge of VoiceThread and its applications
2. Participants will learn how to create effective assessment strategies for evaluating online course effectiveness

Audience: Beginner

3:30 – 4:30 GERRI C. LEBOW HALL, 109

The Benefits of Conceptualizing Institutional Student Learning Outcomes as an Endoskeletal Curriculum

Joseph Sullivan, Marietta College

Accreditation agencies have demanded for some time that colleges and universities move beyond merely complying with assessment requirements and instead use assessment as a means to encourage academic innovation. Schools have been consistently told that they must do more than collect data; they must use it. Marietta College, a small liberal arts school in Ohio, has discovered that so long as assessment is sealed off as a self-contained concern, it cannot help but remain categorized as an accessory, an afterthought. It is only after Institutional Student Learning Outcomes (ISLOs) were deeply ingrained into the structures and operations of the curriculum and co-curriculum that these outcomes brought about significant positive change. ISLOs make up an endoskeletal curriculum. ISLOs are not important because they are assessed; they are assessed because they are important. Participants will be shown tools to evaluate how well connected their own institutions' assessment efforts are to primary academic activities. In addition, participants will be provided strategies with which they might ingrain student learning outcomes into the fabric of their home school's operations.

LEARNING OUTCOMES:

1. Participants will be able to demonstrate a variety of tools with which to evaluate how well connected their own institutions' assessment efforts are to primary academic activities
2. Participants will be provided strategies with which they might ingrain student learning outcomes into the fabric of their home school's operations

Audience: Intermediate

3:30 – 4:30 GERRI C. LEBOW HALL, 209

Using the Right Tools: Rejuvenating Campus-Wide Assessment

David Garrison & Carol Moore Yin, LaGrange College

This session will offer lessons learned at LaGrange College from the reaffirmation process that led to better tools, structures, and processes designed to improve institutional effectiveness. The session will focus on how we came to recognize the need for a fresh approach to the unit-level assessment process and for the creation of fresh and meaningful artifacts. Participants who attend the session will learn about the use of an assessment handbook (as a guide for annual reporting and as a tool for setting an institutional tone), a functional template for annual reports and for annual planning documents, and a process for moving assessment information from the unit level, through widely-based review, to the level of strategic resource allocation. Participants will be invited to take on the role of annual report creator and to put into practice an understanding of how to move from goals, to measurable outcomes, through important assessment steps to budgetary implications. Time will be set aside for this activity as well as for questions and discussion at the close of the session.

LEARNING OUTCOMES:

1. Participants will leave with a strong understanding of tools useful for campus-wide assessment
2. Participants will leave with a set of skills useful for designing tools referred to in outcome no. 1

Audience: Intermediate



Perelman Plaza entrance to Gerri C. LeBow Hall

7:30 AM – 8:30 AM

CONTINENTAL BREAKFAST

Drexel University

8:45 AM – 9:45 AM

CONCURRENT SESSION 3

8:45 – 9:45 PISB 104

Implementing Interprofessional Education at Salus University: The Evolution of the Evidence Based Practice Course

Radhika Aravamudhan & Melissa Vitek, Salus University

This presentation will address the challenges and opportunities in teaching in a large classroom with students in different professions. The presenters will focus on how the course evaluation and assessment data were used from the past five years to modify the course and measure the effectiveness of the course. While there are logistical challenges involved in getting faculty and students from various professions to learn from and with each other, even a few hours of meaningful learning experience, if well structured, can positively affect perceptions and beliefs about each other. The goal of the presentation is to assist others in developing and modifying interprofessional education initiatives in order to maximize student learning and interprofessional communication skills; the client being the final benefactor.

LEARNING OUTCOMES:

1. Participants will learn to run team-based and flipped classroom activities
2. Participants will be able to use assessment data to modify the course and improve effectiveness of the course

Audience: Beginner

8:45 – 9:45 PISB 106

Gannon University's Transition to Automated Outcomes Assessment

Catherine Datte, Gannon University

Gannon University recently moved to Blackboard's Outcomes as their tool to automate assessment data collection. The institution's investment and commitment to accreditation standards warranted full adoption of the platform and process. Conducting outcomes assessment at a university presents many challenges including where to begin; who to include, and how this daunting project can get off the ground and grow to fruition. Following two models –change leadership and project management, enable the development of a pragmatic framework for success. During this interactive presentation, the presenter will walk the participants through Gannon University's project plan that involved facilitating change leadership principles based on Dr. John Kotter's research (2014), administrative and faculty buy-in, stakeholder identification, establishing success measures, aligning training initiatives to its long-term goal to implement Blackboard Outcomes Assessment. Activities throughout the presentation involve completing an individualized analysis to serve as a personal guide fostering the ability to maximize outcomes assessment; identify stakeholders, champions, and review strategies that involve university wide buy-in to process and application of an outcomes assessment plan. These activities support the challenge of bringing together university-wide support for assessment in a timely manner.

LEARNING OUTCOMES:

1. Attendees will be able to complete an analysis of their strengths, weaknesses, opportunities, and challenges (SWOCh) associated with implementing automated outcomes assessment
2. Attendees will be able to identify stakeholders, identify their roles, and incorporate them into a project plan to implement automated outcomes assessment

Audience: Intermediate

8:45 – 9:45 PISB 108

Everything I Ever Wanted to Know About Assessment I Learned from Reality Cooking Shows

Krishna Dunston, University of the Arts

Reality cooking shows, like assessment plans, need to balance the evaluation of discrete technique, project-based application, and synthesis of critical thinking skills and knowledge. You don't base every episode on the contestant's ability to scramble an egg. In this interactive workshop, participants will deconstruct an episode of Top Chef to identify program goals, program objectives, student learning outcomes and criteria for evaluative rubrics. The presenter will also demonstrate ways in which this entertaining, low-stress thought experiment can help foster discussions on topics such as: evaluator as expert; student self-evaluation and peer evaluation; authentic or project-based assessments as parts of an overall program assessment strategy. Although intended for the beginner (or those newly tasked with authoring assessment plans) assessment facilitators are welcomed to adapt this method on their home campuses.

LEARNING OUTCOMES:

1. Identify examples of program goals, objectives, student learning outcomes and criteria for evaluative rubrics and discuss how each of these distinct elements works cohesively in a balanced assessment plan
2. Discuss how to use the cooking show genre as a low-stress way of engaging campus discussion on a variety of assessment topics

Audience: Beginner

8:45 – 9:45 PEARLSTEIN 101

Deep Diving into the Revised MSCHE Standards for Re-Accreditation – A Pilot's Perspective

Brigitte Valsey, Widener University

Learn about the experiences of a current pilot institution using the revised Middle States accreditation standards to prepare the self-study. Discussion of the pilot going forward includes building on an integrated self-study framework, engaging work groups effectively, gathering assessment evidence, and creating a communication plan. Participants will explore the implications of the revised standards and enhanced expectations for their next Middle States visit.

LEARNING OUTCOMES:

1. Participants will be able to describe the new MSCHE standards for accreditation
2. Participants will be able to discuss the challenges faced by pilot institutions in the implementation of the new standards

Audience: Intermediate

8:45 – 9:45 PEARLSTEIN 102

Assessing Faculty Pedagogy and Student Success in an Online Community of Practice

Phyllis van Slyck, Alioune Koule & Neil Meyer, LaGuardia Community College CUNY

This session will highlight key attributes and benefits of a newly developed online pedagogy community designed to enhance faculty efficacy and increase pass and retention rates in community college basic skills classes. The presenters will demonstrate how faculty participants in this community use technology to create, share, reflect on, and assess weekly lessons that together form a teaching portfolio. Faculty also use tags to define their activities, discover teaching patterns, and identify pedagogical areas to be explored. Participants also learn from fellow participants by receiving peer feedback and are guided by coaches who offer weekly comments. Lastly, instructors capture the teaching process digitally, revise activities and assignments, and enhance assessment techniques based on lessons learned. By focusing on strengthening faculty pedagogy, particularly that of adjunct faculty who are often not included in professional development opportunities, the goal is to enhance student learning in basic skills math and English classes.

LEARNING OUTCOMES:

1. Participants will gain working knowledge of how the online community of faculty learners we have created directly impacts student learning by enhancing the pedagogy of basic skills faculty
2. Experience applying the innovative pedagogical approach of using faculty-generated themes and tags to reflect on their own classroom activities, particularly self-assessment and student assessment

Audience: Intermediate

8:45 – 9:45 GERRI C. LEBOW HALL, 109

It takes a Village: Academic and Student Affairs Partnerships for General Education Reform

Gloria Oikelome, Dana Flint, & Lenetta Lee, Lincoln University

There are significant differences in the values and reward structures in most academic and student affairs divisions. On the academic side, faculty focus on measuring student learning outcomes to improve curriculum and instruction. On the student affairs side, practitioners measure the effectiveness of their programs and services using outcomes such as satisfaction or participation. At the presenter's University, these "two sides of the house", carried out meaningful but "siloed" assessment and results were seldom shared or communicated in order to address the full spectrum of student needs. The presenters will discuss how a comprehensive general education reform and assessment process revealed untapped and surprising similarities in the two divisions and led to increased collaboration and enhancement of both the general education curriculum and University level outcomes assessment. From academic programs to career services, this session will discuss lessons learned, "potholes" to avoid, and practical solutions for fostering a greater connection between the "two sides" of the University house.

LEARNING OUTCOMES:

1. Participants will gain strategies for integrating academics and student affairs programming to develop learning experiences
2. Participants will share and consider approaches for increasing academic and student affairs collaborations and partnerships to enhance the student experience

Audience: Intermediate

8:45 – 9:45 GERRI C. LEBOW HALL, 209

A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig

Keston Fulcher, James Madison University

This session is based on the presenter's recent NILOA Occasional Paper that focuses on how higher education can transition from emphasizing assessment mechanics to emphasizing learning improvement. The key is innovating with curriculum and pedagogy to produce stronger student learning outcomes, and concomitantly capturing this improvement through assessment. To provide evidence of improved learning, institutions must focus on the following process - assess, intervene, re-assess - or what the paper refers to as the simple model. During this session, the presenter outlines the current state of affairs in assessment with regards to learning improvement and provides the varying definitions of "use of assessment results." The presenter also provides examples of evidencing improvement via the simple model. Participants are asked to identify non-assessment-methodology obstacles that stifle learning improvement. Additionally, they are encouraged to brainstorm about how such obstacles can be overcome.

LEARNING OUTCOMES:

1. Participants will describe potential barriers to improving learning using the "simple model"
2. Participants will brainstorm solutions to overcome the obstacles identified in outcome 1

Audience: Intermediate

10:00 AM – 11:00 AM

CONCURRENT SESSION 4

10:00 – 11:00 PISB 104

Instructor-student Engagement – Tracking Daily and Trending the Engagement Performance

Zvi Goldman, Jane Bailey & Chris Szpryngel, Post University

Instructor-student engagement (ISE) is critical to student learning, academic success and retention. ISE is assessed in real time during the active online class period (as a key indicator, using Bb data) and after the term has ended (as a trend, using end-of-term student evaluation survey data). Student perception of the instructor's engagement comes from a survey based on five categories that aggregate into one Instructor-Students Engagement Indicator score. The ISEI scores clearly identify performance trends among instructors and programs, and help determine best practices to emulate and substandard practices to improve. The heavy users of the engagement tools are typically the faculty members managing many course sections and instructors. These tools help them to quickly identify course sections most in need of attention. These tools assist in identifying and learning from those who are most successful at engaging students in order to effect improvement in lower performers.

LEARNING OUTCOMES:

1. Attendees will learn about an approach to assess instructor-student engagement against which they may benchmark their own system
2. Attendees will gain perspective on instructor patterns of engagement with students

Audience: Intermediate

10:00 – 11:00 PISB 106

Linking Strategic Planning, Assessment and Resource Allocation for Innovative Curriculum Development and Student Success

Phyllis Worthy Dawkins & Shayla Moore Prince,
Cheyney University
Sesime Adanu, SUNY Broome Community College

This presentation is about the importance of linking strategic planning with assessment and resource allocation to ensure student success and graduation. A strategic plan can be a living document that is used daily by the institution's stakeholders in making decisions or it can be a document an institution pulls out every 5-10 years to update in time for accreditation. In this session, attendees will have a meaningful discussion about how to create the link from strategic planning to assessment and resource allocation. Creating this link will help institutions use their strategic plan to guide the decision making process of the University. Attendees will see first-hand how a small, public university created a successful assessment and resource allocation process that was directly related to the institution's mission and strategic planning goals. Lastly, this session will discuss how the University implemented an assessment process for each division that monitored progress annually towards the University's strategic planning goals.

LEARNING OUTCOMES:

1. Attendees will be able to state the important link between strategic planning, assessment and resource allocation
2. Attendees will be able to implement an assessment and resource allocation process based on the institution's strategic plan

Audience: Intermediate

10:00 – 11:00 PISB 108

Design Studio for EdD to Re-design School for the Future

John Gould, Drexel University

This presentation will engage participants in the process that EdD students experience in understanding how the design thinking process is a critical leadership tool. Participants will explore activities used to engage students in how creativity develops and how motivation drives this development. The essential question for the students: how to structure new learning environments that allow for the integration of learning activities based on the concepts found in sustainability. Through collaborative teams, the students build on the following knowledge bases: systems thinking, Theory U, sustainable development, ecological sustainability, economic sustainability, divergent and convergent thinking processes, and technological innovation. These make up the underlying conceptual framework to design schools (learning communities) that lead to mindfulness and a system focused on the well-being of all its members. The final assignment of their work is a team presentation of their designs, which will become part of a global conversation about new structures for schooling in this century. Participants will see samples of the student work to generate a conversation about product-based learning and assessment in doctoral programs.

LEARNING OUTCOMES:

1. Attendees will be able to explain the design thinking process as a tool for allowing students to demonstrate application of their content understandings
2. Attendees will be able to explain the use of team projects as an assessment tool in doctoral courses

Audience: Intermediate

10:00 – 11:00 PEARLSTEIN 101

Developing and Sustaining First-year Writing Assessment for Multiple Audiences

Moe Folk, Amanda Morris, Krista Prock & Patty Pytleski,
Kutztown University

In an era of extreme budget cuts and increasing demands from administrators and state governments to prove the worth of first-year writing, this presentation will help faculty responsible for writing assessment negotiate the varying demands of internal and external audiences while conducting and providing worthwhile assessment. The presenters will offer strategies to create a locally designed rubric, obtain funding, and streamline the approach to assessment that can be applied to the specific first-year writing objectives of individual departments while achieving the general education and accreditation benchmarks required by the institution in order to help any participants facing similar challenges in their home institutions. This presentation focuses on the audience by fostering collaboration with experienced faculty assessors of first-year writing and general education programs to help each attendee plan assessment documents, conceive strategies, and obtain funding tailored to participants' local contexts.

LEARNING OUTCOMES:

1. Participants will better understand how to conduct writing assessment by negotiating the different demands of departments, general education programs, institutions, and accrediting bodies
2. Participants will leave with a draft of their own locally designed writing rubrics, composed in collaboration with presenters

Audience: Beginners

10:00 – 11:00 PEARLSTEIN 102

The Jefferson Teamwork Observation Guide: Using a Mobile Application Platform to Assess Behavior of Interprofessional Teams

Carolyn Giordano & Shoshana K. Sicks, Thomas Jefferson University

There is a significant gap in the literature regarding validated tools to assess interprofessional education (IPE) core competencies: values/ethics, communication, teamwork and roles/responsibilities (IPEC, 2011). This session will describe the creation of a tool to assess IPE from a student, faculty and patient perspective and the evolution of this tool from a paper survey into a mobile application. Over a two-year time span, the Jefferson Teamwork Observation Guide (JTOG), a tool to assist understanding the characteristics of well-functioning teams through observation of real teams in practice, was developed. The JTOG was created as an educational tool to aid students in observing teams in action, helping them understand the characteristics of effective teamwork, but was later adapted for patients to evaluate team-based care and preceptors to evaluate individual performance on a team. This allows for robust 360° competency-based feedback on team performance. This tool has been converted to a mobile application platform to enhance ease of use and data collection and real-time and longitudinal data analysis.

LEARNING OUTCOMES:

1. Discuss the JTOG tool as a method to measure inter-professional education competencies in educational, simulation or practice settings
2. Explain the value of assessing students, preceptors and patients' understanding of team approaches to patient care using a mobile application

Audience: Intermediate

10:00 – 11:00 GERRI C. LEBOW HALL, 109

All in the Assessment Family: Using an Academic Assessment Model to Assess Co-curricular Programs

Gina Calzaferri & Anne Wilkinson, Temple University

Regardless of size, type or mission, all higher education institutions are being held accountable for systemic, ongoing assessment of academic and non-academic programs as well as strategic investments and initiatives. Organizing, aligning and sustaining assessment efforts, especially at a large research institution, can be a particularly daunting task. This session will discuss Temple's assessment model and how it connects to the academic mission and strategic initiatives of the university. The presenters will outline Temple's assessment reporting requirements and processes which include the assessment of academic as well as co-curricular programs such as recreation services. The presentation will show the steps used to assess programs within recreation and student affairs and allow participants opportunities to discuss how this model or aspects of this model might be implemented on their campus. Additionally, the connection of learning and development outcomes to the academic mission and strategic initiatives of the university will be discussed.

LEARNING OUTCOMES:

1. Participants will discover strategies for implementing assessment activities for student affairs programs which align with academic program assessment
2. Participants will develop two next steps for enhancing assessment practices within co-curricular programs on their campus

Audience: Intermediate

10:00 – 11:00 GERRI C. LEBOW HALL, 209

Telling Our Story: Our Attempt to Combat Grade Inflation with Rubrics

Claudine Thomas, Amanda Newman-Godfrey & Lynn Palewicz, Moore College of Art and Design

This session shares the process and results of a college's self-study examining grading practices to determine grade distribution, evaluation methods, and assessment tools. As recent research on grading trends has noted the letter grade A has become the new average due to many reasons including amorphous assessments, faculty fears of poor evaluations from students, and increasingly competitive job markets and graduate school admissions. Moore College reflected similar upwards trends of grade inflation seen at private colleges. In response, the institution initiated a movement to combat grade inflation through the training of faculty and required use of formalized assessment tools such as portfolio reviews and rubrics. The presentation will share: administrative and faculty experiences through this process; impact on grades after one year; student perceptions of new grading approaches; and assessment samples used in foundation and major courses. In conclusion, we will share benefits and challenges of implementing more structured methods of assessment.

LEARNING OUTCOMES:

1. Through participation in this workshop, attendees will gain the ability to think critically about their college or university grading practices as related to addressing national trends in grade inflation, and faculty training and support for implementing structured assessment practices
2. Through participation in this workshop, attendees will receive a rubric toolkit to engage in a hands-on demonstration of fine arts assessment to increase their knowledge of rubric-based strategies through metacognitive activities such as reflection and group discussion

Audience: Intermediate

11:10 AM – 12:10 PM

CONCURRENT SESSION 5

11:10 – 12:10 PISB 104

Employing the Paulian Framework and Socratic Teaching Methods to Assess and Enhance Critical Thinking

Millicent Carvalho-Grevious, Bryn Mawr College

Critical thinking is an awareness of one's own thinking during a process of analysis, assessment, self-reflection and reevaluation. Thinking critically helps students to clarify and understand their own worldview, that is, the beliefs, values, and assumptions through which they make sense of the world. Thinking critically also helps students understand what to look for when analyzing and assessing information. Employed in the context of Socratic teaching methods, critical thinking increases metacognition, that is, "thinking about one's own thinking" and appreciation and respect for differences. Socratic teaching methods move forward the thinking of students through the dialogic exchange of perspectives, experiences, and ideas. Thus, critical thinking also supports global competence and leadership. Attendees will be introduced to the Paideia Socratic Seminar (PSS) Model based on the educational philosophy of Mortimer Adler and the Paideia Group, which holds that equity and dialogic learning are crucial element of a high-quality education. Additionally, attendees will be introduced to practical classroom management techniques that facilitate communication, self-reflection and collaboration.

LEARNING OUTCOMES:

1. Attendees will learn Socratic teaching methods that increase the skill of thinking, and "increased understanding of ideas and values"
2. Attendees will leave with the Paulian framework for assessing critical thinking that can assist students to become more resilient and open to new learning

Audience: Intermediate

11:10 – 12:10 PISB 106

Assessment-driven Core Reform

W. Brian Newsome, Dmitriy Krichevskiy, and E. Fletcher McClellan, Elizabethtown College

The session will explain how Elizabethtown faculty developed Core assessment methods that balance authentic assessment with reasonable faculty workload and how Elizabethtown faculty have used assessment results to inform Core reform. The reforms include writing in the First-Year Seminar Program, the sophomore-level Guided Writing and Research program, and a new Interdisciplinary Colloquium that promises to facilitate reflective/integrative learning for students and dynamic team teaching for faculty. Elizabethtown's signature programs of renewal and innovation emerged from faculty efforts to confront learning gaps identified through assessment of the Core Curriculum. Elizabethtown's experience thus provides an excellent example of "closing the loop" to foster student success.

LEARNING OUTCOMES:

1. Gain faculty support for the initiation of Core assessment
2. Foster a collaborative process of Core reform

Audience: Intermediate

11:10 – 12:10 PISB 108

Flocking Assessment! Finding Professional Birds of a Feather

Phyllis Blumberg, University of the Sciences
Stephen DiPietro, Drexel University
Krishna Dunston, University of the Arts
Gloria Oikelome, Lincoln University

The Philadelphia Higher Education Assessment Leaders [PHEAL] group was formed by Drexel University in 2014 in order to provide a forum for assessment practitioners from Philadelphia area institutions to share best practices, offer presentations, invite guest speakers, and engage in topical discussions of mutual interest and currency. Prior to this organization starting, few members were familiar with other assessment professionals at universities in our area. Now there is a network of colleagues and professionals with whom to share best practices and advance new ideas and approaches. This group composed of administrators with responsibility for institutional effectiveness, and accreditation, and faculty who conduct assessments of educational programs. Practical benefits include improved professional development; bringing support to your smaller or specialized departments; and stretching your budgetary and manpower resources. In addition to having the opportunity to hear from assessment leaders, it has also been good for faculty and staff to hear about shared assessment challenges.

LEARNING OUTCOMES:

1. By the end of this session, participants will be able to judge if forming or joining a collation of assessment leaders would benefit them
2. By the end of this session, participants will be able to judge if forming or joining a collation of assessment leaders would benefit them

Audience: Intermediate

10:00 – 11:00 PISB 120

Online Proctoring and FERPA: Safeguarding Student Data and Privacy

Erik Cederholm, ProctorU

According to Privacy Rights Clearinghouse, a California non-profit whose mission is to engage, educate and empower individuals to protect their privacy, there have been 746 data breaches at educational institutions between 2005 and 2015, accounting for 14,724,405 records lost. Data security and privacy are critical components to a successful online education program due to federal guidelines and the privacy concerns of many students and parents. The Family Education Rights and Privacy Act (FERPA) helps protect Personally Identifiable Information (PII) and academic records, but to operate within the limitations of FERPA, distance education administrators must be sure to control sensitive student data and may want to limit educational records outside of their jurisdiction, such as when using outside vendors. This session will help show administrators how to analyze online proctoring models and determine which best suits their needs, but must also account for how that model either increases their risk for FERPA violations and data breaches.

LEARNING OUTCOMES:

1. Attendees can expect to have a full understanding of the various online proctoring models and how they relate to FERPA
2. Attendees will learn about best practices in data handling and privacy

Audience: Beginner

11:10 – 12:10 PEARLSTEIN 101

Settling the Score: Comparing IELTS and TOEFL Score Gains in a One-year Conditional Admissions Program

Reese Heitner, Drexel University

As IELTS English language proficiency scores become more widely accepted within the United States, comparisons between TOEFL scores and IELTS scores have become more common—and more consequential. The year-long Gateway program at Drexel University represents a natural laboratory by which to study and compare the term-by-term score gain trajectories of conditionally admitted international undergraduate students across two standardized English language proficiency testing platforms. Drexel University offers a one-year conditional admissions program designed to prepare qualified international students with low English proficiency for university matriculation. Administrated by Drexel's English Language Center and consisting of three to four eleven-week terms, the Gateway program provides participants a foundational course of study including intensive English coursework, standardized test preparation as well as selected credit-bearing university courses. Given the increasing number of international students seeking university admissions, data from this program provide a broad picture of the development and assessment of academic at a U.S. university.

LEARNING OUTCOMES:

1. Understand the integrated role and limitations of standardized assessment within a conditional admissions program and use for undergraduate matriculation
2. Understand the similarities and differences between IELTS and iBT TOEFL assessment tasks, concurrent and predictive validity, and score gains

Audience: Intermediate

11:10 – 12:10 PEARLSTEIN 102

It's Not Just for Plagiarism - Using All Turnitin Features to Ensure Student Success

Mike Scheuermann, Drexel University

Most educators, instructional designers, and administrators view Turnitin as a plagiarism-detection application. It is that, with Originality Checking® - but - it can be so much more. And, this can be the case for F2F, hybrid, and online courses. GradeMark™ is the electronic mark-up of digitally-submitted assignments that enhances the quality of feedback instructors provide students - and - it is also tremendous time-saver for faculty. PeerMark™ is a peer evaluation feature that enables practitioners to custom-design how students will review each other's work. Attendees will see examples of all three features of Turnitin and have ample time to ask questions or request additional demonstration elements within Turnitin in a real course.

LEARNING OUTCOMES:

1. Attendees will learn that there are multiple components to Turnitin
2. Attendees will learn how using all Turnitin features leads to enhanced academic experiences for their students

Audience: Advanced

11:10 – 12:10 GERRI C. LEBOW HALL, 109

Strategic Moves: Building Consensus in Service of Lasting Teaching and Learning Reform

Debora Ortloff & Jacob E. Amidon, Finger Lakes Community College

In this presentation the presenters will explicate the strategies, visual communication, effective use of governance and appealing to higher ideals, used to reform our General Education curriculum and assessment processes. This effort is based on Hallinger's (2010) work on transformational leadership, applying the concept to the higher education setting from the public school. Hallinger posits that it is the interaction between the external and internal context that allow for leadership to become transformational. We argue that the current external climate for higher education (e.g. public pressure for accountability, rising role of accreditation etc.) creates the opportunity for reform. Building consensus references the notion forwarded by the Association of American Colleges and Universities' LEAP initiative, which holds that transformational reform requires a shift in culture that can be recognized and interpreted by the variety of higher education stakeholders involved. The presenters will provide examples from the experience leading a large-scale reform, but ground each strategy within the framework Hallinger (2010) outlines for transformative leadership.

LEARNING OUTCOMES:

1. Participants will identify strategies for promoting faculty leadership of teaching/learning reforms, including specific strategies for overcoming roadblocks and managing saboteurs while still maintaining forward momentum

2. Participants will be able to discuss and relate these strategies to their own campus

Audience: Intermediate

11:10 – 12:10 GERRI C. LEBOW HALL, 209

Assessment Fellows Program – An Inside-Out Approach

Gail Fernandez, Joanna Campbell & Jill Rivera, Bergen Community College

The Assessment Fellows Program at Bergen Community College provides a systematic approach for college faculty and professional staff to assume leadership in college-wide assessment as well as a unique opportunity to ensure quality of assessment plans for the institution. In this session, we will (1) provide a brief history of the Assessment Fellows Program at Bergen, (2) explain the roles and responsibilities of the fellows, and (3) discuss the Program's strengths and weaknesses. This session will benefit participants with some knowledge of assessment. Session attendees will have an opportunity to ask questions and review our forms and processes. It is hoped that our Assessment Fellows model encourages other schools to develop similar programs.

LEARNING OUTCOMES:

1. Participants will learn about a systematic approach for college faculty and professional staff to assume leadership in college-wide assessment
2. Participants will learn how an Assessment Fellows Program can ensure quality of assessment plans

Audience: Intermediate

12:30 PM – 1:45 PM

LUNCHEON & PLENARY

sponsored by  AEFIS

12:30 – 2:00 BEHRAKIS GRAND HALL

Where are We Going?

Linda Suskie, Assessment & Accreditation Consultant

Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability (Jossey-Bass) features a foreword by Stan Ikenberry. Linda's plainspoken, open-minded, sensitive approach respects all backgrounds and disciplines and builds trust and rapport.

Linda served seven years as a Vice President at the Middle States Commission on Higher Education, and now works with colleges and universities throughout the United States and abroad as well as with those in the Middle States region. With over 35 years of experience in higher education administration, Linda understands how colleges work. Her prior positions include serving as Director of the American Association for Higher Education's Assessment Forum, Associate Vice President for Assessment & Institutional Research at

Towson University, Assistant to the President for Planning at Millersville University, and as Director of Institutional Research at the State University of New York College at Oswego. She has hands-on experience in assessment, institutional research, strategic planning, and quality management.

Linda has taught graduate courses in assessment and educational research methods and undergraduate courses in writing, statistics, and developmental mathematics. Linda holds a B.A. in Quantitative Studies from Johns Hopkins University and an M.A. in Educational Measurement and Statistics from the University of Iowa.



Linda is an internationally recognized consultant, speaker, writer, and workshop facilitator on a broad variety of higher education assessment and accreditation topics. The second edition of her book *Assessing Student Learning: A Common Sense Guide* (Jossey-Bass) is one of the best-selling books on assessment in higher education. Her latest book

2:00 PM – 3:00 PM

CONCURRENT SESSION 6

2:00 – 3:00 PISB 104

The neXus @ Naz: Bridging Teaching, Learning, Assessment and Scholarship

Maria Hopkins, Nazareth College

The goal at Nazareth is not so much to create a "culture of assessment" as it is to create a culture that values the development, the processes and the

outcomes of successful teaching equally. This vision is called “Naz neXus.” In this model, the development of pedagogy, achievement of learning outcomes, thoughtful assessment and faculty scholarship join together to create a culture of constant improvement, as well as student, faculty and institutional success. Because strong and informed assessment is a critical component of the renewed vision, Nazareth is in the process of re-envisioning assessment goals that are for more reaching and holistic. This has led to renewed enthusiasm on the part of faculty along with a willingness and desire to use what happens in classrooms every day to inform university assessment practices. In this session, participants will learn about the “Naz neXus” model as an integrated, sustainable and energizing approach to assessment at our institution. Participants will learn about specific strategies that we are using in order to invigorate faculty’s commitment to program assessment.

LEARNING OUTCOMES:

1. Participants will learn about the “Naz neXus” model as an integrated, sustained and energizing approach to assessment at our institution, and specific strategies that we are using in order to invigorate faculty’s commitment to program assessment
2. Session discussion will contribute to and enhance the continued development of the Naz neXus initiative

Audience: Beginner

2:00 – 3:00 PISB 106

Snapshot Sessions (A Collection of Mini Sessions)

SS1: Assessment Drives Core Revision: Using Assessment to Invigorate the Core

Belinda Blevins-Knabe & Joanne Liebman Matson, University of Arkansas at Little Rock

In this snapshot session we will describe a faculty driven revision of the core with assessment as the foundation. Our process of core revision started 3 years ago when the state legislature mandated a reduction in all higher education cores to 35 hours. Early in the process a faculty senate committee decided to require common educational goals and learning outcomes for each curricular area. When programs submitted courses for approval to the core they were required to submit learning objectives, which were consistent with the educational goals and learning outcomes. In addition, they were to develop a plan for collecting student artifacts across a variety of assignments and using a common rubric based on the common learning outcomes to assess them. Faculty moved from their concrete experiences of teaching and reflecting on teaching to a new conceptualization using learning objectives. We no longer hear this is the same old core. Faculty are actively engaged in the assessment process with a renewed sense of what a core course can offer.

LEARNING OUTCOMES:

1. Participants will understand one way to build core with assessment as foundation
2. Participants will understand how to engage faculty in assessment by requiring learning objectives

Audience: Intermediate

SS2: An Efficient and Collaborative Model for Collecting, Processing and Reporting Student Learning Outcome Data

Bina Daniel, Delaware State University

This snapshot presentation describes how AAC&U Value rubrics were used to collect general education across-the-curriculum learning outcomes assessment data with an internally developed online data collection tool Assessment Data Collection System – (ADCS) that is

linked to the student information system (Banner). General education and other program learning outcomes data must be utilized by faculty and administrators in order to improve student learning. However, providing support to faculty for the collection and reporting of institution-wide student learning outcome data at the institutional and program level can be costly, cumbersome, and time-consuming. A collaboration between assessment professionals, faculty, and information technology developers resulted in the creation of an innovative data collection/reporting tool. The general education committee and faculty in various programs developed or utilized AAC&U Value rubrics to assess the achievement of learning outcomes. Utilizing these data, individual programs have been able to identify areas of weakness in student performance and adjust their curriculum in order to address weaknesses and improve student learning.

LEARNING OUTCOMES:

1. Participants will evaluate the advantages and disadvantages of implementing a homegrown data collection/reporting tool
2. Participants will identify the multiple steps required to develop an effective and useful system for the assessment of student learning appropriate to their institution

Audience: Advanced

SS3: Ethics Education Assessment in MBA Core and Undergraduate Capstone Marketing Courses

Lawrence Duke, Drexel University

The purpose of this snapshot session is to propose a new approach to ethics education and assessment in core MBA and undergraduate business courses. Most US business schools embrace an institutional mission that either implicitly or explicitly includes moral development as a desired student outcome. While the Association to Advance Collegiate Schools of Business Schools requires business schools to meet ethics education expectations, it does not specify any courses or program template for delivering ethics education to business students. This allows for ample flexibility among business schools as to how this policy should be implemented. Given the above, the primary research question is “will an ethics education intervention based on a business ethics simulation significantly increase the senior undergraduate capstone marketing and MBA students’ moral reasoning skills as assessed by a “gold standard” instrument.

LEARNING OUTCOMES:

1. Participants will recognize the potential benefits of moral judgment assessment in promoting more effective ethics education approaches
2. Participants will identify effective teaching opportunities through the use of experiential learning approaches, such as business ethics simulations

Audience: Intermediate

SS4: How Do You Like Me Now? Getting Students to Provide You with Formative Assessment

Krishna Dunston, University of the Arts

This session focuses on how the presenter wanted to re-think some of the traditional-style lectures and utilize some of the high impact practices that were learned at the inaugural Regional Assessment Conference at Drexel University. Instead of waiting for course evaluations to find out what students thought about new classroom practices, the presenter was able to engage students at regular intervals during the term and get simple, valuable feedback. Rather than just hoping the students would utilize the open-ended comments field on the institution’s standard form, the presenter was able to design a Google form which was quick and easy for the students to complete; but also targeted to the specific questions.

In this snapshot session the attendees will review the questions that were developed to inform teaching, the set-up of the process, lessons learned from my students, and how it informed the way the presenter thinks about faculty evaluations.

LEARNING OUTCOMES:

1. Participants will review a case study on formative assessment as a tool to improve teaching

Audience: Intermediate

SS5: “Critical Reading Skills in a College ESL Classroom: Between Question and Response”

Jessie Iwata, Temple University

This snapshot intermediate session will present the implementation of scaffolded heuristics to support critical reading skill development with university-level texts. It will share exercises to engage students with texts in ways that enable them to take ownership of readings. These exercises build to assessments that ask the student to present individual critical readings of texts. A communicative approach informs teaching strategies and helps to integrate students’ background knowledge for schema development. This session may be of benefit not only for specifically ESL-focused classrooms, but also for all classrooms in which students face the challenges of university-level reading. The presenter will briefly mention the challenges of second-language reading, and will share sample strategies, worksheets, and lesson-plans for activities from the first day of class through final assessments.

LEARNING OUTCOMES:

1. Participants will gain tools for scaffolding reading skills
2. Participants will consider the relationship between reading assessment and teaching practices in their own particular contexts

Audience: Intermediate

SS6: I Can See Clearly Now the Pain is Gone

Bonnie Kirkpatrick, Wilmington University

When it comes to assessment, a common barrier experienced by many institutions is a lack of education/training of faculty in assessment practices. This Snapshot Session will help attendees to identify the barriers that exist within the institution and will provide a roadmap for developing a culture of assessment through strategic faculty development initiatives.

LEARNING OUTCOMES:

1. Participants will be able to identify the obstacles faced in implementing assessment
2. Using the tools provided, participants will be able to identify the difference between an obstacle and an opportunity and create a plan of action for their department/institution

Audience: Beginner

SS7: Encouraging Faculty Development Where You Can: Using a Review of Assessment Management Software Vendors

Joanne Matson & Belinda Blevins-Knabe, University of Arkansas at Little Rock

This snapshot presentation will demonstrate how the selection of an assessment management software (AMS) vendor can be capitalized for faculty development in assessment on a campus that doesn’t really support faculty development in assessment. Specifically, the presentation will share our campus’s experience in using the review of assessment management software for innovative opportunities for faculty development as departments designed assessment

plans for new core (general education) courses. In observing the capacities of the software, faculty enlarged their vision of assessment methodologies, many coming to understand how rubrics could be used across departmental boundaries and both in and beyond the core. The most productive vendor “presentations” actually became faculty-brainstorming sessions, sometimes even leading to moments of insight where faculty saw new and efficient ways to collect and evaluate student work across multiple classes and departments.

LEARNING OUTCOMES:

1. Participants will envision creative and innovative opportunities for faculty development on assessment at their home campuses
2. Participants will be able to identify criteria for selecting an AMS vendor that would be appropriate for their home campuses

Audience: Intermediate

SS8: Focus, Focus, Focus! Using the “Laser Point” Process to Create Assessment Based Plans for Improvement

Janet McNellis, Claire Sullivan & Roseanna Wright, Holy Family University

Helping faculty members come up with practical yet innovative Plans for Improvement [PFI] as a response to assessment results can be a challenging task. External factors such as student quality, university policies and administrative constraints may lead to poor assessment results. While faculty are heavily invested and concerned about the success of their programs, there is usually limited time and inclination devoted to assessment. What is needed therefore is a method facilitators can use to guide faculty through the PFI development process. This presentation demonstrates one effective method, titled the “Laser Point” strategy, which is a collaborative method that can be used to quickly and efficiently guide faculty through the formulation of assessment results-based PFIs. The primary assumption of this “Laser Point” strategy is that the laser point (the discussion) needs to remain focused on solutions. This presentation provides an overview of the strategy along with detailed explanations of each step. This strategy was recently used to help School of Education faculty in a small Catholic University develop an assessment-based PFI.

LEARNING OUTCOMES:

1. Viewers will be able to explain the benefits of using the “Laser Point” process strategy in helping faculty create Plans for Improvement that use assessment results and encourage academic innovation
2. Viewers will be able to describe each step of the “Laser Point” process strategy

Audience: Intermediate

SS9: “Why Do I Have to Take this Course?” STEM Connections and Community Based Learning

Monica Togna, Drexel University

Connections in Biology (BIO 200) is an open enrollment course which gives students the opportunity to make exactly that: connections. Building upon a new theme in biology each week, students connect that material to their current Philadelphia community as well as to their future professional and personal pursuits. The course is designed on the Community Based Learning platform (CBL) and meets twice a week: one meeting is a formal class period on campus and one meeting is at a partnered middle school with the instructor and Drexel students leading a 9 week after school science club. Assessment for this type of course includes submission of lesson plans, group work, in-class discussion of assigned readings, reflective analysis in weekly journal

entries, and final poster presentations. The final posters present the full connections: students must tie together the scientific concept demonstrated, the connection to the science club activities for the week, the connection to specific courses taken at Drexel, how this relates to current research and careers, and finally how does this impact society or why should a typical citizen care about this specific scientific concept. The Connections model easily lends itself to STEM disciplines but can also likely be adapted for any field of study.

LEARNING OUTCOMES:

1. Participants will understand how an instructor can foster students' deeper reflection and consideration of academic material and how it relates to their future roles in and out of school
2. Participants will understand a framework to show how Community Based Learning and reflective analysis can be used as a platform to demonstrate and expand the benefits of students' undergraduate course material

Audience: Intermediate

SS10: Cohorting: When a Course is Used to Assess Multiple Degree Programs

Patricia Awerbuch, Drexel University

Insofar as more than one degree program can share a program-level objective, schools may also use a single course to assess multiple degree programs. Drexel University's School of Economics utilizes a pair of Economics Principles courses to assess an Economics Competency objective shared by three degree programs. LeBow College of Business began to cohort students by degree program into select sections of these courses (a strategy adopted to facilitate acclimation for freshmen), and this greatly simplified the assessment process. It also provided more salient data for intervention purposes. The department was also able to vary the frequency of assessment and the focus of questions by degree program in different sections of the same course. Lastly, by eliminating the data sorting process that was used, the time commitment of the assessment coordinator was reduced by 80%. The administrative procedure for establishing the cohorts will be explained.

LEARNING OUTCOMES:

1. The participants will learn the importance of data-driven decision making
2. The participants will learn how predictive modeling can inform a student success strategy

Audience: Beginner

2:00 – 3:00 PISB 108

Assessment Annotations: A Simple and (Almost) Painless Way Document to Assessment of Student Learning

Dale Mort, Lancaster Bible College

The topic of this workshop stems from an article published in the September-October 2014 issue of Assessment Update. This session will share one way in which institutions can document classroom-level student learning. Colleges and universities are often cited by accreditors for not having enough direct evidence that student learning outcomes are being met at the course level. In many cases it is not that assessment is lacking in the classroom, it is a matter of documenting that assessment. Based upon a review of the literature and insights gained from the presenter's service on accreditation team visits, the Assessment Annotation electronic form was created.

LEARNING OUTCOMES:

1. Attendees will be able to articulate several new methods to

document course-embedded assessment activities

2. Attendees will be motivated to begin discussions with appropriate parties on their own campuses regarding the initiation of new methods of recording assessment activities.

Audience: Beginner

2:00 – 3:00 PEARLSTEIN 101

Communication as a Creativity Assessment Tool in the Workplace: Voices from the Field

Fredricka Reisman, Drexel University

Helene Maliko Abraham, John Cahoon, Larry Keiser, Barbara McPhail, Leonardo Velez, Paul Watson, & Rashanda Webber

Assessment focused on an organization's internal communication forms the structure of this interactive presentation. Participants describe their worksite challenges and successes, and invite audience input. Education, military, higher education, golf and industry sites with a handful to 22,000 employees are represented.

LEARNING OUTCOMES:

1. Attendees will be able to articulate of the role of communication in assessment
2. Attendees will be able to begin a plan to address an assessment related communication challenge

Audience: Intermediate

2:00 – 3:00 PEARLSTEIN 102

Identifying Effective Online Instructors and Instructional Practices Via the Red, Yellow, Green (RYG) Faculty Evaluation.

Scott Dolan & Jessica M. Lamendola, Excelsior College

Utilizing an online format comes with some advantages, such as allowance for instruction to be delivered efficiently while providing students with the flexibility to learn at times that are most convenient for them. However, there are also challenges because students often expect on-demand instruction, and desire high-quality interactions with both their instructor and their peers. The purpose of this demonstration is to present our Red, Yellow, Green (RYG) faculty evaluation process. Participants will get an overview of the multiple methods of assessment (e.g., automated processes, checklists, observations and their corresponding rubrics, student evaluations) currently being utilized, with discussion of how the process has evolved over time. Presenters will also demonstrate how scores are aggregated to get the instructor's overall score, which helps determine their status as red, yellow, or green. Overall scores are used by program directors to facilitate conversations between program directors and instructional faculty regarding effective instructional practices.

LEARNING OUTCOMES:

1. Examine the standards used in the RYG faculty evaluation process
2. Evaluate online instructional practices using the RYG process

Audience: Intermediate

2:00 – 3:00 GERRI C. LEBOW HALL, 109

Catalyzing Improvement in Students' Critical Thinking Skills

Elizabeth Lisic, Tennessee Tech University

Faculty and administration recognize the importance of critical thinking skills, however there still appears to be a disconnect between this awareness and the implementation of change in teaching and assessment practices. Research focusing on high-impact instructional practices indicate that these strategies, when correctly implemented, can lead to gains in critical thinking. This drive for instructional improvement has led to an increased focus on faculty development in higher education. The Critical thinking Assessment Test (CAT) is an instrument used in higher education institutions across the country to assess students' critical thinking ability. This tool engages faculty members at the testing institution as they score student responses from their own institution allowing faculty to gain insight into strengths and weaknesses in their own students' critical thinking ability. Results will be presented from a study seeking to understand the relationship between experience scoring the CAT instrument and subsequent changes made in faculty instructional practices. The presenter will introduce a framework designed to assist faculty in the development of discipline-specific assessments that allow students to demonstrate critical thinking skills, similar to those measured by the CAT, within the content of a course.

LEARNING OUTCOMES:

1. Participants will understand the role of assessment in student learning and the importance of experience based training to drive change in course assessment practices
2. Participants will learn about factors that significantly predicted change in teaching and assessment practices and how to integrate this model into faculty development workshops

Audience: Intermediate

2:00 – 3:00 GERRI C. LEBOW HALL, 209

The Drexel DSLP Transcript and Instructional Decision Support System: Continuous Assessment in Context

Donald McEachron, Drexel University

Mustafa Sualp, AEFIS

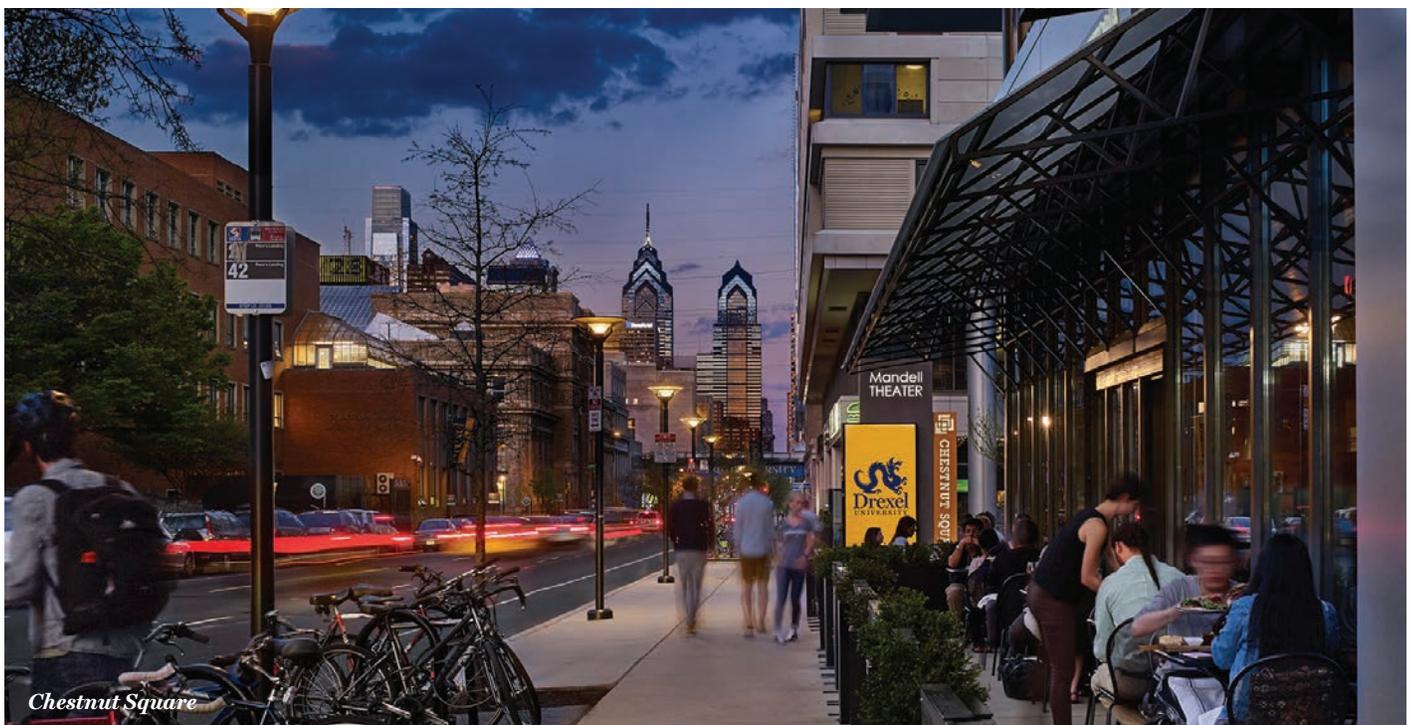
Accreditation and assessment practices can be effective tools for promoting educational enhancement, but seldom live up to this promise. Among the reasons for this are a failure to adequately focus on individual student learning while searching for universal solutions (so-called 'best practices'). In so doing, Drexel University is insuring that the accreditation process supports the effective development and implementation of educational innovations in support of student learning. Two such innovations are presented in this session: The Drexel DSLP Transcript and the Instructional Decision Support System. The DSLP Transcript is designed to provide students, faculty, potential co-operative education employers, etc. a snapshot of a student's current level and progress towards mastery in each competency. This allows the students to monitor their own progress promoting greater ownership of the educational process. The function of the Instructional Decision Support System (IDSS) is to link student characteristics, student performance, instructor characteristics, learning outcomes, and instructional methods to inform faculty decisions on the appropriate educational pedagogy to improve student learning. By providing this information, each instructor can decide the best instructional approaches to utilize for the students.

LEARNING OUTCOMES:

1. By attending this session, participants will be able to describe the Drexel DSLP Transcript and Instructional Decision Support System knowledge management tools
2. By attending this session, participants will be able to evaluate the utility of the Drexel DSLP Transcript and Instructional Decision Support System in promoting the effective use of assessment data and personalizing student learning

Audience: Advanced

THURSDAY



Chestnut Square

3:00 PM – 3:15 PM

BREAK

Refreshments Available

3:15 PM – 4:30 PM

PLENARY SESSION

3:15 – 4:30 MANDELL 424

Developing a Culture of Assessment in Student Affairs

John H. Schuh, Program Director of Emerging Leaders Academy, Iowa State University

John H. Schuh is distinguished professor emeritus of educational leadership and policy studies at Iowa State University where he was department chair for six and one half years. Previously he held administrative and faculty assignments at Wichita State University, Indiana University (Bloomington) and Arizona State University. He received his Master of Counseling and Ph.D. degrees from

Arizona State. He served for more than 20 years as a reserve officer in the United States Army Medical Service Corps, being assigned to the retired reserve with the rank of major in 1991.

Schuh is the author, co-author, or editor of over 235 publications, including 27 books and monographs, 75 book chapters, and over 110 articles. Among his books are *Assessment Methods for Student Affairs*, *One Size Does Not*

Fit All: Traditional and Innovative Models of Student Affairs Practice (with Kathleen Manning and Jillian Kinzie), *Student Success in College* (with George D. Kuh, Jillian Kinzie and Elizabeth Whitt). Currently he is associate editor of the *New Directions for Student Services Sourcebook Series* after serving as editor for 13 years. He was associate editor of the *Journal of College Student Development* for 14 years and was book review editor of *The Review of Higher Education from 2008-2010*. Schuh has made over 260 presentations and speeches to campus-based, regional, national, and international meetings. He has served as a consultant to more than 80 institutions of higher education and other educational organizations.

Schuh has served on the governing boards of the American College Personnel Association, the National Association of Student Personnel Administrators (twice) and the Association of College and University Housing Officers (twice), and the Board of Directors of the National Association of Student Personnel Administrators Foundation. He is a member of the Evaluator Corps of the Higher Learning Commission of the North Central Association of Colleges and Schools where he also serves as a Team Chair for accreditation visits.

John Schuh has received the Research Achievement Award from the Association for the Study of Higher Education, the Contribution to Knowledge Award from the American

College Personnel Association, the Contribution to Research or Literature Award and the Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member from the National Association of Student Personnel Administrators. The American College Personnel Association elected him as a Senior Scholar Diplomat. Schuh was chosen as one of 75 Diamond Honorees by ACPA in 1999 and a Pillar of the Profession by NASPA in 2001. He is a member of the Iowa Academy of Education. He has received a number of institutional awards including the Distinguished Alumni Achievement Award from the University of Wisconsin-Oshkosh, his undergraduate alma mater.

Schuh received a Fulbright award to study higher education in Germany in 1994, was named to the Fulbright Specialists Program in 2008, and had a specialists' assignment in South Africa in 2012. He has been engaged with institutions of higher education in Scotland, England, Germany, Syria, Ukraine, Bulgaria, Hong Kong, Ireland, Macau, Malaysia, South Africa and Saudi Arabia.



5:00 PM – 7:00 PM

RECEPTION



Liberty View Ballroom,
Independence Visitor Center,
6th & Market Streets, 2nd floor

7:30 AM – 8:30 AM

CONTINENTAL BREAKFAST

Drexel University

8:45 AM – 9:45 AM

CONCURRENT SESSION 7

8:45 – 9:45 PISB 104

Sustainable Outcomes Assessment Builds on Faculty Expertise: A Tale of Two Systems

S. Stavros Valenti, J. Bret Bennington & Terri Shapiro,
Hofstra University

Exciting plans for informative and useful outcomes assessment are useless if they are not sustainable, meaning that the assessment needs to be easily replicated from year to year, generalizable to programs old and new, and scalable as departments and universities grow. In this presentation, the presenters will demonstrate two approaches to assessment: “collecting artifacts” and “collecting expert judgments.” The first approach requires a committee of assessors to collect and score samples of student work. The second method, “collecting expert judgments,” is a direct, institutional level measure of student learning. It requires the development of well-defined rubrics that can be distributed to instructors using common web-based survey systems (e.g., Qualtrics). Using examples from our own general education assessments, we demonstrate how this method yields reliable and valid assessments of student learning that are precise enough for measuring statistical relationships and testing hypotheses. Furthermore, this method is sustainable—assessment effort is independent of the population size and it places very modest demands on course instructors.

LEARNING OUTCOMES:

1. Participants in our session will learn how to create useful rubrics and design surveys for collecting reliable and valid ratings by experts—course instructors—of learning outcomes
2. Participants will learn how to deploy an assessment survey using online survey tools such as Qualtrics, and to combine online survey results with student demographic data for testing specific hypotheses about the predictors of student learning outcomes

Audience: Intermediate

8:45 – 9:45 PISB 106

Building Reformed Practices in Highly Unionized Environment

Ilene Kleinman, Yun K. Kim & Sony Tiwari, Bergen Community College

This presentation is the story of one large suburban community college's efforts at institutional reform. A common theme across all reform models is the importance of faculty buy-in. While administrators may lead the charge, faculty are considered the key stakeholders in institutional reform efforts. Given this understanding, little attention has been given to the price (time, financial resources, personal and political capital) an institution pays in developing a sufficient level of faculty buy-in, especially in highly unionized institutions. In this session participants will learn about one community college's experience in efforts to change the internal conversation and bring the focus back to student learning and their success. We will discuss competing interests among faculty and administration, efforts to get faculty involved in institutional reform, the best outlets to inform faculty of higher education innovations and best practices, the great “who owns the

curriculum” debate, the benefits of forging a strong relationship with Faculty Senate, and common misconceptions associated with faculty contracts and student success initiatives.

LEARNING OUTCOMES:

1. Participants will learn to change the internal conversation and bring the focus back to student learning and their success
2. Participants will learn different strategies to get faculty buy-in in institutional reform

Audience: Intermediate

8:45 – 9:45 PISB 108

Engaging Faculty: On the Ground and Across the Pond

Anne Wahl, Rochester Institute of Technology

Faculty engagement is critical to the success of assessing student learning. According to Hutchins (2010), “faculty involvement is a kind of gold standard widely understood to be the key to assessment's impact ‘on the ground.’” RIT's Faculty Engagement Model is a systematic and integrated approach to assessment and includes RIT's international locations faculty in Croatia, Dubai, and Kosovo. The presentation provides an overview of RIT's Faculty Engagement Model, focusing on utilization of faculty teams as leaders and mentors, sharing expertise with programs at international locations, and developing resources for faculty.

LEARNING OUTCOMES:

1. Attendees will be able to explain a faculty engagement model
2. Attendees will be able to determine applicable strategies and practices to enhance home campus assessment work

Audience: Intermediate

8:45 – 9:45 PEARLSTEIN 101

Interpreting Assessment Process as Expressions of Campus Culture and Identity

Irvin Peckham, Drexel University; **Carra Leah Hood,** Stockton University

Assessment in higher education takes place in courses, major and minor programs, and at the institutional level. Stakeholders at each level use the results of assessment to gauge student learning, to compare strengths and weaknesses within a single institution and across institutions, to identify areas for program improvement, and to measure performance over time. The diverse audience for assessment in higher education includes students, teachers, administrators, parents, accreditation organizations, and the public, each population with distinct investments and ways of interpreting assessment results. Frequently ignored in discussions of assessment are the processes by which particular assessments are constructed and consequently the complicated significance of assessment results. The two presenters in this session will explore the cultural dynamics that form the backstory for the collection, analysis, and reporting of data on their separate campuses. The presenters will discuss the campus culture and identity that emerge in the context of an assessment effort and inform the significance of the resulting data.

LEARNING OUTCOMES:

1. In small group discussions, participants will explore what assessment processes on their campuses might reveal about their campus culture and identity
2. Presenters will lead attendees in a discussion about how to interpret assessment processes and results to most effectively use data for improving student outcomes and, if necessary, for modifying campus culture and identity

Audience: Intermediate

8:45 – 9:45 PEARLSTEIN 102

Empower Your Students by Simplifying Scheduling! How Student Schedule Planning Benefits the Entire Institution

Joe Jolesch, College Scheduler LLC

This session will highlight the challenge to improve student service, increase enrolled credit hours, and enhance course demand accuracy. Joe Jolesch with College Scheduler will demo the functionality of the schedule planner and share the benefits for students and administration. College Scheduler provides every possible schedule option to your students, reducing frustration during registration. At the same time, administration benefits from real-time course demand, enrollment optimization, and bulk scheduling specific student populations. By providing a more efficient and user-friendly registration process, students can maximize courses taken each semester which supports increased enrollment credit hours and on-time graduation.

LEARNING OUTCOMES:

1. How to streamline the registration process
2. Time savings in academic advising

Audience: Intermediate

8:45 – 9:45 GERRI C. LEBOW HALL, 109

Student Life Assessment: It's Not Like Herding Cats

Erin Foley & Sarah Williamson, Notre Dame of Maryland University

Student Life offices are often challenged in demonstrating student learning in non-traditional, non-academic settings. This presentation will identify various sustainable assessment methods, departments, and programs can utilize to provide both quantitative and qualitative data to demonstrate student learning in a peer-review model. Participants will learn how to utilize assessment data and reporting methods to assist with university strategic initiatives including resource allocation, support of the university mission, and assist with internal and external reviews.

LEARNING OUTCOMES:

1. Participants will learn how to demonstrate student learning in non-traditional and outside the classroom settings
2. Participants will learn about a peer-review model in evaluating assessment method and providing feedback to departments

Audience: Intermediate

Outcomes Assessment: Developing a Program or College Level Plan

Ed Guthrie & Eileen Donnelly, Wilmington University

Developing a plan for outcomes assessment begins with a strong foundation that is tied to the institution's mission. First and foremost however is student success and the data collected, analyzed, disseminated and reviewed, is crucial to that goal. The session will include the anatomy of a sample Outcomes Assessment (OA) Plan primarily for a program or college. Key in the development of the plan, is what to measure, how to measure it and with what frequency. Institutional and program level competencies are culled from the academic offerings, along with instructional objectives from course syllabi to evaluate and determine outcomes to be measured. The collaboration is particularly important in developing course mapping and data collection, and utilizing procedures such as embedding the data collection tests or rubrics in the learning platform. Formative assessments may be embedded in programs to assess student progress at key points in the sequence of courses in a major area of study. The session will also include various

strategies for communicating outcomes data, results and plans.

LEARNING OUTCOMES:

1. Participants will learn the basic elements and process necessary for developing an Outcomes Assessment Plan
2. Participants will review samples of a plan and course mapping to review and discuss. This will include two exercises including mapping a course and outcome

Audience: Beginner

8:45 – 9:45 PISB 120

Why Go Beyond Compliance? - Assessing Your Assessment System to Promote Continuous Improvement

Zvi Goldman, Jane Bailey & Susan Lapine, Post University

In order to support and confirm academic innovation and renewal, the institution must validate the adequacy of its assessment system and deliverables for faculty and administration. Aligning faculty assessment needs and workload, with strategic academic goals is critical in creating and sustaining a culture of academic innovation and renewal. A comprehensive and integrated assessment system involving a multitude of data and tools to support and assess progress on all academic goals has been developed and includes many external assessments and internal assessments. The assessment system also provides results over varying time periods ranging from daily to multi-yearly. Performance of the assessment system is accomplished in two ways: (1) survey faculty and management to analyze and determine the value of the various assessment tools and data provided; (2) issue an annual report on the performance of our assessment system towards our academic goals. The system has led to high faculty engagement with students and the university, a culture of openness, transparency and continuous improvement, and competitively high student satisfaction.

LEARNING OUTCOMES:

1. Attendees will learn about an assessment system against which they may benchmark their own system
2. Attendees will gain perspective on faculty use preferences of assessment data and tools

Audience: Advanced

9:45 AM – 10:00 AM

BREAK

Refreshments Available

10:00 AM – 11:00 AM

CONCURRENT SESSION 8

10:00 – 11:00 PISB 104

Closing the Loop on Assessment - Improvements that Transform Student Learning

Evonne Carter & Dean Roughton, College of The Albemarle

This session will focus on enhancing student learning outcomes using data on student performance. In many instances, learning outcomes are assessed with multiple tools, a variety of instructors and in different sections; this results in data that is difficult to analyze. The presentation will look at sample SLO documents from multiple areas and model the analysis steps that can lead to identifying improvements that address poor performance. This will include individual strategies for students

to enhance understanding and application of knowledge (graphic organizers; context clues; text analysis; note taking; summarizing; reflection; self-testing); and instructional activities (small group strategies; questioning techniques; problem solving; case studies; active learning; presentation of information; modeling; curriculum analysis).

LEARNING OUTCOMES:

1. Analyze results of learning outcomes to identify strategies for improving learning
2. Identify instructional strategies to impact student learning outcomes

Audience: Intermediate

10:00 – 11:00 PISB 106

Core Curriculum Outcomes Retrofit: Backing Into Assessment

Seth Matthew Fishman, Marylu Hill & Peter Spitaler,
Villanova University

Middle States strongly recommends that all curriculum redevelopment incorporate student learning goals and objectives. Often, these learning goals and objectives drive curriculum planning. However, for a variety of reasons, these do not always occur, particularly in regards to general education. The presenters will candidly convey the challenges faced at Villanova with “retrofitting” assessment and discuss their current strategy. We will focus on our Foundation courses, an interrelated required group of courses all undergraduate Arts & Sciences students take (Philosophy, Ethics, Theology and Augustine and Culture Seminars) and how we are leveraging our technological resources, such as Blackboard Outcomes and ePortfolio to provide a purposeful assessment opportunity aligned with our developing learning goals and objectives. General education assessment is a difficult, complex endeavor involving numerous academic stakeholders. Through collaboration, we have been to generate a two-year assessment cycle with a level of rigor appropriate to the newly create learning goals and objectives while considering the situational constraints of our core curriculum.

LEARNING OUTCOMES:

1. Participants will gain at least one strategy to assess a general education/core curriculum
2. Participants will identify challenges faced when “retrofitting” assessment into existing practices

Audience: Intermediate

10:00 – 11:00 PISB 108

A Beginner’s Guide to Best Practices in Assessment and Evaluation for Student Success/Support Programs

Michelle Williams, Community College of Philadelphia
Cassandra Green, Delaware State University

Have you ever wondered if the student success and/or support programs developed and implemented to assist students in college are actually effective and of high quality? And if so, how can effectiveness and quality be measured in a simple yet systematic manner? This session will provide attendees with an overview of program evaluation, assessment, the assessment cycle, and simplistic but effective formative and summative assessment techniques. Additionally, this session will provide specific examples of how those best practices can assist in gauging a program’s effectiveness. The Bloom’s Taxonomy rubric will be applied to a support program framework. Attendees will be provided with information that will increase their understanding of the aforementioned techniques in the context of a student success program and a student support program. Thus, attendees will be equipped with the tools and theoretical foundations necessary to begin the process

of assessing their own support/success programming for quality and effectiveness and make changes accordingly.

LEARNING OUTCOMES:

1. Attendees will define program evaluation, assessment, and the assessment cycle and apply those concepts to their programs
2. Attendees will be able to identify simple but effective formative and assessment techniques they may want to use as a part of their systematic evaluation of support/success programs

Audience: Beginner

10:00 – 11:00 PEARLSTEIN 101

The Heat is On: Using a Curriculum Heat Map to Guide Curriculum Improvements

Barbara Manaka & Matthew Kunkle, Temple University

This presentation will show participants how a more-detailed curriculum map (heat map), can be used as an assessment tool to provide curriculum committees and faculty with better information within and across courses and curriculum in an undergraduate business program. The heat map can be used to identify areas of curriculum prerequisite needs, topics/skill overlap and redundancy, and needed topics/skills in a curriculum. The heat map can assist curriculum committees and faculty coordinate and scaffold curricula and can help faculty create a stronger value proposition for students in their classes. In conjunction with faulty discussion and coordination, the heat map also helps identify areas in which students will need to review or practice previous skills/topics before a taking particular course. The skills, information and the tool itself are all easily transferable to majors and other core curricula. The heat map can be used to identify where students will need particular skills/topics.

LEARNING OUTCOMES:

1. Improve faculty engagement with curriculum coordination and improvements
2. Inform and engage students in more holistic learning

Audience: Intermediate

10:00 – 11:00 GERRI C. LEBOW HALL, 109

Student Affairs Assessment: Moving Beyond Participation and Satisfaction

Tia Brown, Cheyney University

This session is designed to assist Student Affairs professionals in advancing their assessment processes by focusing on learning outcomes in addition to or in place of outcomes focused on participation, satisfaction, or process. The session will include discussion of the following topics: What is Student Affairs Assessment? How does it differ from Academic Affairs assessment? Why do we assess? What do we assess? and How do we assess? Examples of participation, satisfaction and process outcomes will be shared. The discussion will then move to Student Affairs engagement as a learning experience, and the need, value, importance and benefits of Student Affairs professionals shifting focus to what students learn, how they grow, and what skills they develop through engagement in our activities and services. Participants will then be divided into small groups based on their area of responsibility or interest and work through a process of developing a unit objective, learning outcome, means of assessment and criteria for success.

LEARNING OUTCOMES:

1. Participants will understand and be able to communicate the value, importance and benefits of developing Student Affairs learning outcomes

2. Participants will learn how to develop a student learning-focused assessment plan

Audience: Intermediate

10:00 – 11:00 GERRI C. LEBOW HALL, 209

Utilizing & Linking Academic Assessment Outcomes to Strategic Planning

Kathryn E. Strang & David I. Spang, Rowan College at Burlington County

Rowan College at Burlington County's assessment process serves as a mechanism to measure the strengths and weaknesses of the college's academic offerings on a continuous basis. Through self-reflection and open communication, the college's assessment process provides the foundation for institutional planning. This system ensures that the president and other community stakeholders make decisions that further the mission and goals of the institution in a resourceful manner. In this session the presenters will outline RCBC's academic assessment process and how the college connects the outcomes of this process to institutional goals. The session will take participants through the process of generating assessment results, interpreting these results, analyzing their implications for the improvement of college programs and courses, and determining where to allocate college resources.

LEARNING OUTCOMES:

1. Participants will be able to employ a culture of continuous improvement by learning how to implement change based upon assessment outcomes from various well-defined performance indicators
2. Participants will be able to employ a culture of continuous improvement by learning how to focus on linking resource allocation, strategic initiatives, and assessments to the budgeting process

Audience: Intermediate

11:15 AM – 12 PM

CLOSING PLENARY

Raffle drawings and box lunches available

11:15 AM – 12 PM PISB 120

Academic Renewal in the Context of the New MSCHE Standards

Sean McKitrick, Vice President of the Middle States Commission on Higher Education

Dr. Sean McKitrick joined the staff of the Middle States Commission on Higher Education as Vice President in 2012. He previously served as Assistant Provost

for Institutional Research and Assessment at Binghamton University of the State University of New York, as Assessment and Accreditation Director at Indiana State University, and as a Dean of Instruction for several institutions. His research interests include for-profit institutions, institutional research, student learning assessment, evaluation of institutional effectiveness, educational research and evaluation. Dr. McKitrick earned his Ph.D. in Political Science from Claremont Graduate University, his M.A. in International Area Studies and B.A. in International Relations from Brigham Young University.

Since the theme of our conference is Building Innovation and Academic Renewal - Assessment for Student Success, Dr. McKitrick will be concluding our conference by connecting the ways in which our theme intersects with the new standards given the emphasis on assessment of learning that permeates each of the new seven.





Acknowledgment

In its most recent decennial visit and subsequent report, The Middle States Commission on Higher Education stated that Drexel University “...is a remarkable institution that has proven itself by meeting the multifaceted challenges of the past, truly challenging decade. Drexel is now poised not merely to succeed, but to lead. The moment is now Drexel’s to seize.”

Against the backdrop of the MSCHE report, and last year’s inaugural conference success, the charge given to the planning committee for *Assessment for Student Success-Building Academic Innovation & Renewal*, was to produce another remarkable conference that would be a definitive, affirmative and authentic response to that challenge. Mindful of that charge, the committee sought to create a second conference that would be truly unique, restorative and beneficial to all who attend. We hope that we have succeeded in doing that and that our attendees will enjoy an enriching and thought provoking professional development experience.

No undertaking such as this can be accomplished without combining the talents and gifts of many into a single and effective product. In that spirit then, we wish to thank each of the members of the planning committee listed below for their ideas, input, enthusiasm and tireless efforts toward making Drexel’s second venture as host of a regional conference a success. Their dedication and commitment have always been in evidence and their contributions toward helping us meet this goal have been abundant and productive. Thank You.

Drexel University’s Annual Regional Assessment Conference Drexel University Planning Committee

Jan Biros

Mark Green

Danuta Nitecki

Alese Dickson

Teresa Harrison

Darin Pfeifer

N. John DiNardo

Chip Hartford

Joanne Robinson

Stephen DiPietro

Joseph Hawk

Michael Scheuermann

Lora Furman

Barbara Hornum

Tracey Snyder

Christopher Gibson

Kristin Imhoff

Alexander Zahradnik

James Mergenthal

Drexel University's Second Annual Assessment Conference September 9-11, 2015

Assessment for Student Success – Building Academic Innovation and Renewal

Drexel University is pleased to acknowledge the generous contribution of our sponsors who were instrumental in bringing together many of the most knowledgeable university professionals of exceptional scholarship from across the nation and throughout the region to take a fresh look at how assessment can drive academic innovation and renewal in higher education. This conference will be three days of pre-conference workshops, 55 interactive sessions, snapshot sessions and plenaries by accomplished speakers of national and international reputation. In addition to our sponsors making it possible for our participants to explore cutting edge practices and issues related to teaching and learning, we are also grateful to them for helping to provide countless opportunities for networking and socializing with colleagues.



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Our sponsors are anxious to speak with you directly in individual forums. Please feel free to engage our sponsors in conversation in PISB Room 120 during these times:

WEDNESDAY, SEPTEMBER 9, 2015

3:30 – 4:00 PM

StraighterLine. In the higher education industry, alternative credit options - and their potential value to adult learners - have been a hot topic in recent months. Adults often have relevant life experience that can, and probably should, count for some college credit. They may have gained competency in subject areas without ever stepping foot inside of a classroom. Prominent examples include professional and military experience; credit-by-examination; prior learning assessment (PLA) portfolios; ACE credits; MOOCs; and others. So, how can institutions make sure students are aware of these options and are able to take advantage of them? This conversation will discuss some of these options.

THURSDAY, SEPTEMBER 10, 2015

9:45 – 10:15 AM

Chalk & Wire supports institutions in developing, launching and sustaining a reliable and valid assessment process.

2:15 – 3:15 PM

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TABLE FIVE
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TABLE SIX
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TABLE SEVEN
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