

FALL FORUM 2009 Integrating Classroom, Program and Institutional Assessment	An Assessment Conference Sponsored by New England Educational Assessment Network (NEEAN) Hosted at College of the Holy Cross Worcester, MA
--	---

November 6, 2009 The Hogan Center College of the Holy Cross

8:00 – 9:00 AM	Registration & Continental Breakfast	Main Lobby, 3rd Flr <u>is Street Level</u> Hogan Campus Center
9:00 – 9:15 AM	Welcome: Martha L. A. Stassen, NEEAN President, Director of Assessment, University of Massachusetts Amherst	Ballroom, Main (3rd) Flr
9:15 – 10:00 AM	Keynote Address: Linda Suskie	Ballroom, Main (3rd) Flr

“Integrating Classroom, Program and Institutional Assessment”

Linda Suskie is presently Vice President, Middle States Commission on Higher Education. Prior to her position at MSCHE, Ms. Suskie served as the Associate Vice President for Assessment & Institutional Research at Towson University, and past Director of the American Association for Higher Education’s Assessment Forum, among other positions. An internationally recognized speaker, writer, and consultant on a broad variety of assessment topics, her latest book is the second edition of Assessing Student Learning: A Common Sense Guide (Jossey-Bass, 2009).

10:00 – 10:15 AM	Break	Ballroom Lobby area (3rd Floor)
10:15 – 11:15 AM	Concurrent Sessions I	See next pages for Abstracts
11:15 – 11:30 AM	Break	Move to Next Session
11:30 – 12:30 AM	Concurrent Sessions II	See next pages for Abstracts
12:30 – 1:30 PM	LUNCH	Ballroom Lobby area (3rd Floor)
1:45 – 2:45 PM	Concurrent Sessions III	See next pages for Abstracts
2:45 – 3:00 PM	Networking, Travel Treats Available	Ballroom Lobby area (3rd Floor)

TURN IN YOUR GREEN EVALUATION SHEETS, PLEASE!

- A: Integrating Classroom, Program and Institutional Assessment** **Hogan Center 3rd Flr Main Room 304/305**
 Follow up discussion to Keynote address.
 Presenter: *Ms. Linda Suskie, Vice-President, Middles States Commission on Higher Education.*
- B: Assessment is NOT Grading: Learning from Student Work After the Grades Are In** **Hogan Center 4th Flr Room 320**
 Recent curricular changes in the Criminal Justice and Athletic Training Majors at Lasell are the direct result of assessing samples of student work, using Rubrics to measure specific student learning outcomes. The chairs of these two departments and the director of our instructional technology center will demonstrate how the faculty selects, manages, and assesses student work in a process that leads to change. The session will also demonstrate how we are using technology to support that process.
 Presenters: *Steven Bloom, Dean of Undergraduate Education; Linda Bruenjes, Associate Professor & Chair, Computer and Information Science; Linda Bucci, Associate Professor & Chair, Justice Studies Department; Cristina Haverty, Associate Professor & Chair, Athletic Training and Sports Science. Lasell College.*
- C: Assessing General Education: Pitfalls and Successes of One Complete Five-Year Cycle** **Hogan Center 4th Flr Room 401**
 At Western New England College we have completed one full 5-year Assessment Cycle and have begun the next. In this session, we will share our major findings about the process, including the pitfalls and the successes with specific examples and suggestions for improvement of both the process and student learning.
 Presenters: *Lorraine Sartori, Coordinator of Assessment; Josephine Rodriguez, Associate Coordinator of Assessment. Western New England College.*
- D: Assessment and Faculty: Navigating Troubled Waters** **Hogan Center 4th Flr Room 402/403**
 This presentation will describe assessment of General Education at Granite State College and how it has led its faculty to make changes in their teaching. Presenters will describe and present evidence of milestones of this three-year process -- assessing critical thinking, writing, and quantitative reasoning – and address how an adjunct faculty adjusts to its decision to embed common assignments in three core introductory courses.
 Presenters: *Judy Zubrow, Associate Dean of Academic Affairs; Claude Caswell, Faculty; Gail Poitrast, Faculty; Jim Trotzer, Faculty. Granite State College.*
- E: How Courseware Can Shape the Assessment Process** **Hogan Center 4th Flr Room 406/407**
 This presentation will provide a case study in the value of technology-driven conversations about assessment done in the Mathematics Department. Many colleges and universities are considering, or have implemented, web-based e-portfolio and assessment management systems, only to discover that the learning curve is steeper than expected and resistance to change higher than expected. However, the implementation process can significantly reframe assessment questions within academic programs in ways that lead to improved clarity about outcomes and measures and a tighter connection between program evaluation and pedagogy.
 Presenters: *Jennifer Berg, Assistant Professor of Mathematics; Stephen Wall-Smith, Director of Assessment. Fitchburg State College.*
- F: Applying Lessons Learned from Course Level Assessment in Social Science Classes in General Education** **Hogan Center 4th Flr Room 408/409**
 This presentation will show application of clearly staged outcomes in a revised General Education program at Daniel Webster College. Professors in Psychology, Sociology and History classes will discuss how focused course level outcomes assessment in each of these classes has led to adaptations in assignments to improve student learning.
 Presenters: *Jennie Brown, Assistant Professor of Psychology; Kathleen Fitzpatrick, Assistant Professor of History; Laurie Gordy, Professor of Sociology. Daniel Webster College.*
- G: Using Assessment Data for Teacher Preparation Program Evaluation and Improvement** **Hogan Center 4th Flr Jenks Suite A**
 The Lesley University at Tacoma Community College program integrates course and program assessment in a bachelor's completion program leading to certification in Special Education. Presenters will describe the challenges faced in developing a teacher candidate performance assessment system; show examples of signature assessments and tools for evaluation and interpretation; and share lessons learned.
 Presenters: *Barbara Gibson, Program Director, Special Education. Lesley University. Mary Jo Larsen, Program Coordinator. Lesley University at Tacoma Community College.*

- A: Herding the Cats Was the Easy Part: Assessing the English Major** **Hogan Center 3rd Flr Main Room 304/305**
- This presentation will discuss the challenges of designing and implementing an assessment program in a department and university with a long-held culture of individual pedagogical freedom. We will present our full assessment loop, highlighting issues such as the development of our Rubric and integration of creative pedagogies with departmental objectives.
Presenters: Brian Johnson, Professor of English; Robert McEachern, Professor of English; Michael Shea, Professor of English & Department Chair; Cynthia Stretch, Professor of English. Southern Connecticut State University.
- B: The Eyes and Ears of Engagement: Using RA's to Assess Resident Engagement** **Hogan Center 3rd Flr Main Room 320**
- This presentation will show how the student Resident Assistants (RAs) were used to assess the engagement of their student residents. The faculty developed a 9 trait resident engagement Rubric, and asked RAs to evaluate their residents' engagement. Results show strong correlations to grades, retention and a variety of survey indicators. Results also allowed us to follow up with individual students who may be at increased risk for poor academic performance, discipline problems and/or leaving the University.
Presenters: Curt Naser, Facilitator for Academic Assessment & Associate Professor of Philosophy; Karen Donoghue, Director of Residence Life; Stephanie Burrell, Associate Facilitator for Academic Assessment & Assistant Professor, Department of Curriculum and Instruction. Fairfield University.
- C: Measuring Achievement of Learning Objectives Through Qualitative Research** **Hogan Center 4th Flr Room 401**
- This presentation will focus on making assessment meaningful for Faculty through use of Qualitative Research. The institution has struggled to measure achievement of educational objectives quantitatively but has made great strides in understanding what is needed to improve student learning when qualitative assessment methods were added. This shift brought meaningful data and increased faculty participation. Presenters will share tools and strategies used and results from assessment activities.
Presenters: Susan Taylor, Professor of Computer Information Systems; Melissa Fama, Vice President of Academic Affairs; Janice Gearan, Professor of Human Services. Mount Wachusett Community College.
- D: Instituting Process Improvement and Faculty Collaboration as a Result of Assessment** **Hogan Center 4th Flr Room 402/403**
- This presentation will demonstrate a case study of how to take a broken assessment process and flawed data to move the Outcomes Initiatives forward. Participants will be introduced to the Scaffold Model that was developed to lead faculty through a collaborative process to improve consistency throughout the assessment process while ensuring academic freedom and reducing the opportunity for academic dishonesty. The Scaffold Model assisted with the determination of assessment tools, and the methodology and corresponding Rubrics needed to correct the problems within the assessment process.
Presenters: Jane Boyland, Associate Professor, The International Hotel School; Jennifer Adams Galipeau, Associate Professor, Center for Sports, Entertainment, and Event Management. Johnson & Wales University.
- E: Assessing Agreement: Elementary and Special Education Supervisors' Views of Teacher Candidates** **Hogan Center 4th Flr Room 406/407**
- This presentation will share the results of an analysis of observation protocols for student teaching performance generated by clinical supervisors across both General Education and Special Education settings. Presenters will address issues related to inter- and intra-rater agreement and language used to capture and describe differential candidate performance, as well as outline possible procedural changes for evaluating teacher candidates.
Presenters: Linda Capalbo, Assistant Professor of Elementary Education; Marie Lynch, Assistant Professor of Special Education. Rhode Island College.

F: What's Changing as a Result of What We Are Learning: Processes of Assessment of Academic/Intellectual Skills in the Integrative Studies Program **Hogan Center 3rd Flr Main Room 408/409**

This presentation from Keene State College will showcase their creation, and to date a successful process, for assessing writing, critical thinking, quantitative literacy and reasoning and information literacy using student work from Integrative Studies courses. Findings of assessments will be discussed as well as changes that have occurred as a result of findings. This model can be adopted by other institutions.

Presenters: Ann Rancourt, Associate Provost; Mike Cullinane, Associate Professor, Math; Dick Jardine, Associate Professor, Math ; Stephen Lucey, Assistant Professor, Art; Phyllis Benay, Professor, English; Shari Bemis, Assistant Professor, Computer Science; Karen Jennings, Associate Professor, Psychology. Keene State College.

G: A Culture of Renewal: Stories from the "Contact Zone" **Hogan Center 4th Flr Jenks Suite A**

The presentation will focus on maintaining faculty commitment to assessment by using specific examples drawn from our practice to examine the specific ways in which an assessment model should contain space for telling evolving stories of learning; thus leading to change, revision, and renewal. Doing so keeps faculty fully committed to the assessment process and makes assessment not simply a method for measurement but the central component of curriculum design.

Presenters: Michelle Loris, Professor of English & Associate Dean, School of Arts and Sciences; Jeffrey Cain, Associate Professor of English. Sacred Heart University.

1:45 PM – 2:45 PM

Concurrent Sessions III

A: Getting to Standards **Hogan Center 3rd Flr Main Room 304/305**

This session will inform participants about a method to get around a thorny problem: objectively discussing standards in a large department. It will achieve its objective through a joint presentation followed by audience participation in a simulated session. The presenters will demonstrate how to use classroom clickers to do an end-run around the politics and establish a set of benchmarks for student work.

Presenters: Joe Fields, Associate Professor of Mathematics; Bob Vaden-Goad, Associate Professor of Mathematics. Southern Connecticut State University.

B: Write Where We Want to Be and Where We Can Go: What Data from an Undergraduate Writing Portfolio Program Tells Us **Hogan Center 3rd Flr Main Room 320**

This presentation will describe how a small college committed to improving the writing skills of undergraduate students employs a writing portfolio program to assess student progress in seven core areas. Contributing to the overall success of the assessment, additional data collected as part of the program is used to inform academic decisions and professional development. Thus, valuable data highlights intersections among classroom, curricular, program, and institutional assessment, revealing strengths in the program as well as opportunities for improvement.

Presenter: Kristine Barnett, Writing Portfolio Coordinator. St. Joseph College (Connecticut).

C: From Start to Finish: Closing the Assessment Loop **Hogan Center 4th Flr Room 401**

This presentation will focus on an academic department's success story in creating an assessment model that informs course content and pedagogy. This session provides information on how to involve faculty in an interactive session on assessment that provides effective use of curriculum mapping, Rubrics, and regular meetings to develop and, then improve, assessment procedures, as well as the department's curriculum.

Presenters: Rebecca Dunn, Assistant Professor of Health Science; Margaret Smith, Assistant Professor of Health Science. Keene State College.

D: The Gestalt and the Components: Tools and Techniques for an Integrated Assessment System **Hogan Center 4th Flr Room 402/403**

In learner-centered environments, teaching and assessment are not episodic events, but activities focused on what student are learning by providing continual and interactive feedback. This presentation will share diverse yet integrated perspectives on how NEAG School of Education at the University of Connecticut employs various uses tools and techniques to implement a united, multifaceted assessment system across components and programs.

Presenters: Mary Yakimowski, Director of Assessment; Michele Femc-Bagwell, Director of UCAPPS; Michael Faggella-Luby, Assistant Professor of Special Education. NEAG School of Education at the University of Connecticut.

