

NEW ENGLAND

NEean

EDUCATIONAL ASSESSMENT NETWORK



FALL FORUM 2017

Advancing Assessment in New England

NOVEMBER 3, 2017

8:30 AM to 3:00 PM

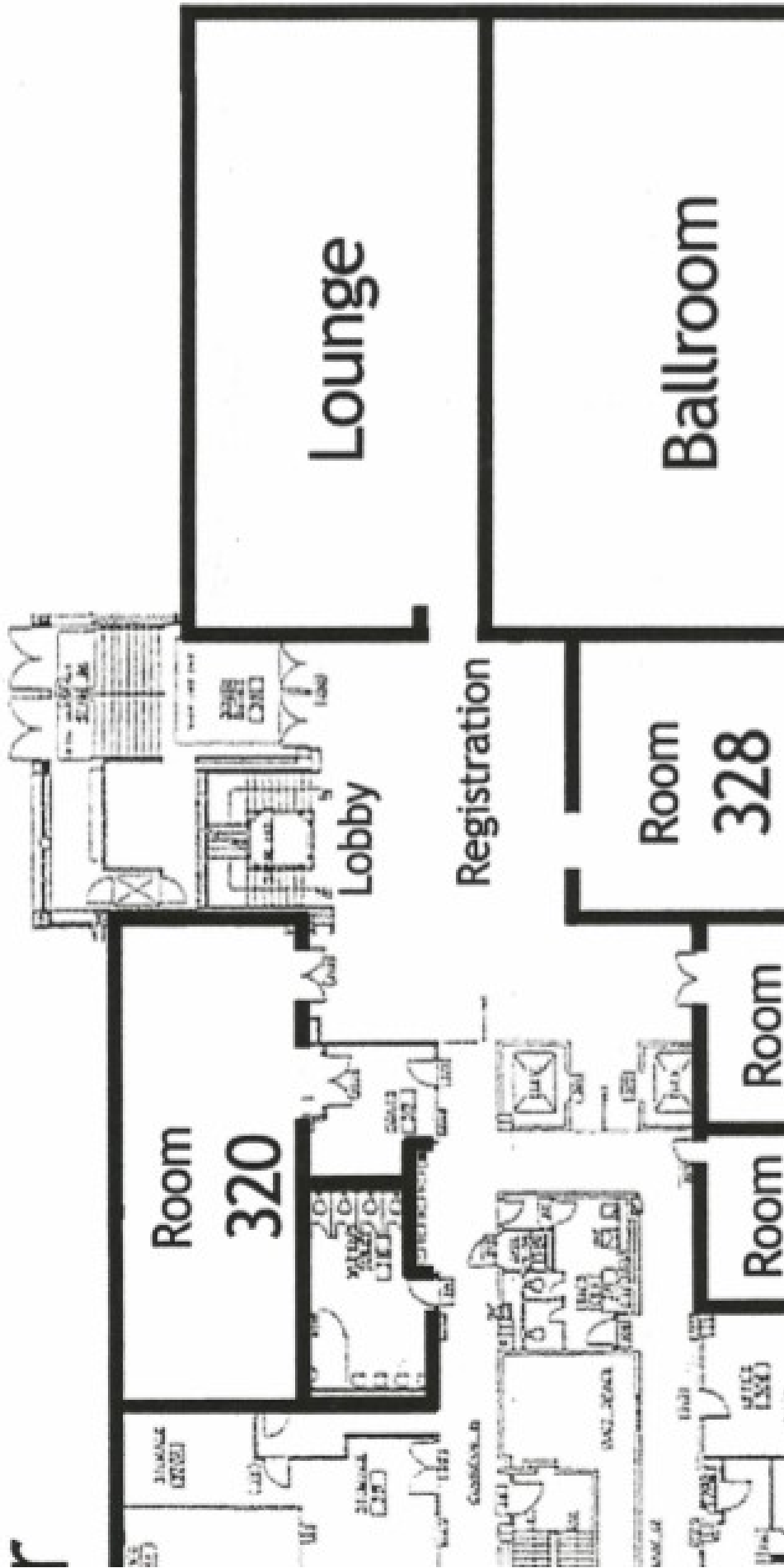
**College of the Holy Cross, Worcester, MA
Hogan Conference Center**

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|-------------------------|--|---|
| 8:15 – 9:00 AM | Registration Continental Breakfast | Ballroom Sponsored by Equifax |
| 9:00 – 9:15 AM | Welcome: Dr. Steven Bloom NEean President & Associate VP Academic Affairs & Dean of Undergraduate Education, Lasell College | |
| | Introduction of Keynote: | |
| 9:15 – 10:00 AM | Keynote Address: Dr. Natasha Jankowski Director of the National Institute for Learning Outcomes Assessment (NILOA) and Research Assistant Professor with the Department of Education Policy, Organization and Leadership at the University of Illinois Urbana-Champaign. “Inspiring Sustained Assessment: Sharing Our Stories of Excellence” | |
| 10:00 – 10:15 AM | Coffee Break and Move to Breakout Rooms | |
| 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 & Table Topics | Ballroom |
| 1:30 – 2:30 PM | Concurrent Sessions III | See Next Pages for Abstracts |
| 2:30 – 3:00 PM | Networking and Travel Treats | Ballroom Lobby area (3rd Floor) |

- A Keynote Follow-Up** 304/305
Follow up discussion to Keynote Address.
Presenter: Natasha Jankowski, NIOLA.
- B Extending the Multi-State Collaborative Beyond the Initial Goals: Transforming Learning & Assessment** 320
The Multi-State Collaborative (MSC) is an initiative using the AAC&U VALUE rubrics to assess general education learning in thirteen states. In this session, a 2-year and a 4-year institution will demonstrate how to use the MSC foundation as a model for on-campus assessment of general education learning outcomes.
Presenters: Jeanne Mullaney, Community College of RI; Yvonne Kirby, Central Connecticut State University; James Mulrooney, Central Connecticut State University.
- C Reflections from Colleagues that “Volunteer” to Participate on Accreditation Reviews: Insights about Successful Strategies** 328
Institutional effectiveness, improvement and public assurance are articulated purposes of the accreditation process. Panelists will offer insights and address questions on the accreditation process. Panelists share insight obtained from leading organizations, mentoring other individual institutions, offering feedback on self-reviews, and working with accreditation teams during the review process.
Presenters: Mary E. Yakimowski, Sacred Heart University; Colleen T. MacKinnon, Independent Contractor; Nancy DeJarnette, University of Bridgeport; Allen Cook, University of Bridgeport; Jacob Easley II, Eastern Connecticut State University.
- D Five Years On: Assessing Lasell’s Sophomore Multidisciplinary Experience** 402/403
While predominantly focused on the assessment of a hallmark course (the Sophomore Multidisciplinary experience, or MDSC203) of Lasell’s innovative Core Curriculum, this panel will also explore the ways in which faculty and administrators concern themselves with the creation and assessment of learning experiences that transcend disciplines.
Presenters: Dennis Frey Jr., Lasell College; Cathy Zeek, Lasell College; Michael Daly, Lasell College; Lori Rosenthal, Lasell College.
- E Increasing Faculty Participation: Integrating Professional Development and Assessment** 406/407
This workshop allows participants to experience an abbreviated version of a faculty development workshop series that aligns professional development in assignment design with a university goal of increasing faculty participation in assessment. Our workshop focuses on written communication but the model can be applied to most university-wide learning objectives.
Presenters: Patricia Lynne, Framingham State University; Sarah Mulhall Adelman, Framingham State University; Rebecca Shearman, Framingham State University.
- F Course Design Using Educational Technology as a Tool For Student Learning and Assessment** 408/409
As methods for educational technology proliferate, instructors are faced with myriad options. With thoughtful integration, technology can facilitate formative and summative assessment. Ongoing student feedback and course refinement are essential. This presentation will describe evolution the assessment plan in a new, graduate level course using multiple types of learning technology.
Presenter: Cassie Ryan, Boston University School of Public Health.

- A** **Building as We Fly: Development of a Common Rubric to Measure Pre-Service Teacher Competency under CAEP** **304/305**
 This presentation outlines a collaborative process to develop a common rubric to evaluate pre-service teachers during the student teaching experience, and designed and piloted processes to establish technical quality. The process was imperfect at best and includes a pilot that was ultimately excluded based on issues related to process.
Presenters: Aarti Bellara, University of Connecticut; Amanda Turner, University of Virginia.
- B** **The VALUE Rubric Approach as Pedagogical Innovation: A Powerful Faculty Development Opportunity Around Assessment** **320**
 This session repositions rubrics broadly – and VALUE rubrics specifically – from accountability tool to pedagogical innovation. Presenters will share rubric results, faculty perceptions data, and campus experiences that show the VALUE rubrics are a teaching tool that double as a vehicle for addressing myriad accountability calls for demonstrating quality student learning.
Presenters: Kate McConnell, AAC&U; Terrel Rhodes, AAC&U; Erin Horan, AAC&U.
- C** **Two Case Studies of Implementing CBE in Online Programs** **328**
 The purpose of this study is to document the initial development and implementation of two Competency-Based Education (CBE) programs at an online college for nontraditional, adult learners. Findings will be useful for anyone considering adopting a CBE approach.
Presenters: Jessica Lamendola, Excelsior College; Meghan Deyoe, Excelsior College.
- D** **Dreams of Learning: Ineffable Learning Outcomes** **402/403**
 Participants in this workshop will examine, develop, and discuss three less-common types of learning outcomes: Affective, Intangible, and Dreams of Learning. Accreditors focus on “measurable” learning outcomes which usually translate to skills and knowledge. But education, we hope, also changes the student in ways that are more difficult to measure.
Presenter: Raymond Shaw, Merrimack College.
- E** **Using Assessment Data to Construct and Implement a College’s Budget** **406/407**
 This presentation offers one model for utilizing assessment findings and data to construct and implement a college budget.
Presenter: Dick Gerber, NEEAN.
- F** **Space Matters: Learning Design Meets Classroom Design** **408/409**
 Instructional designers, classroom technologists, and faculty developers often work together yet siloed within different units at our institutions. How do these differences help or hinder our shared work of improving student learning and learning spaces? How might applying an instrument such as the Learning Spaces Rating System 2.0 and design thinking assess our learning environments and advocate for change? Join us for this interactive session exploring how campuses can best work together with pedagogy, technology, and assessment to support teaching and learning on our campuses through classroom design.
Presenters: Mike Goudzwaard, Dartmouth College; Cindy Cogswell, Dartmouth College; Erin Desilva, Dartmouth College; Emmett Frank, Dartmouth College.

- A** **Communication and Engagement: Incorporating Two Important Elements when Implementing a Continuous Improvement Quality Assurance System for Operational and Learning Effectiveness** **304/305**
- With a focus on improvement, we share the process of implementing our assessment system that integrates the critical elements of communication and engagement through assessment development, curriculum alignment, professional development, innovative technology assessment, data analysis, and plans for improvement. Participants will leave with an assessment tool to examine institutional practices.
Presenters: Mary E. Yakimowski, Sacred Heart University; Karen C. Waters, Sacred Heart University; Velma Heller, Sacred Heart University; Kristin Rainville, Sacred Heart University; Antoinette 'Toni' Bruciati, Sacred Heart University; Charles D. Britton, Sacred Heart University.
- B** **Online Modules for Building Sustainable Learning Assessment** **320**
- The Learning Assessment Research Consortium (LARC) of New England colleges has created online assessment modules and made them freely available in partnership with the National Institute for Learning Outcomes Assessment (NILOA). Participants will experience part of a module, and explore ways to use the modules to help build a sustainable process for learning outcomes assessment on their campus.
Presenters Christopher Cratsley, Fitchburg State University; Jennifer Herman, Simmons College; Linda Bruenjes, Suffolk University; Natasha Jankowski, University of Illinois Urbana-Champaign.
- C** **Making It Meaningful: Employing ePortfolios and Faculty Engagement to Advance General Education Assessment** **328**
- In the past five years, Three Rivers Community College has adopted a new set of General Education Competencies, a new assessment process, a college-wide ePortfolio platform, and a new mechanism for disseminating assessment results. This session will focus on presenting participants with an overview of how one college created a faculty-driven assessment process that respects instructor autonomy, while also implementing reporting measures and action plans that are responsive to assessment findings.
Presenters: Michael Stutz, Three Rivers Community College; Lillian Rafeldt, Three Rivers Community College; Kem Barfield, Three Rivers Community College; Terrance Delaney, Three Rivers Community College.
- D** **Incentivized Assessment: Helping Faculty Generate Action Plans to Steer General Education Methodology Development** **402/403**
- This presentation introduces participants to a somewhat non-linear assessment approach, in which desired actions help steer the planning process and methodology development. This approach has seen success at our institution, helping shift emphasis from “assessment as mandate” to assessment as a device of personal and institutional improvement.
Presenters Kirk Jones, SUNY Canton; Wil Rivers, SUNY Canton.
- E** **Race to the NEASC Review Finish Line: Infrastructure Saves the Day!** **406/407**
- It is one year before our NEASC visit, the academic structure and general education requirements have just changed, and assessment activities vary greatly by department. How Becker College was able to create an assessment infrastructure with faculty collaboration. Various viewpoints provided: Faculty assessment coordinator, Dean, Institutional Research and Assessment staff.
Presenters: Vera Mauk, Becker College; Linda Denault, Becker College; Susan Nava-Whitehead, Becker College; Narine Hakobyan, Becker College; Ashley Ottman, Becker College; Alan Ritacco, Becker College.
- F** **Using Data, Evidence and Technology to Build an Ecosystem of Student Success Supported by Assessment** **408/409**
- The American Women’s College developed an ecosystem of program directors, adjunct faculty, advisers, academic technologists, and IT professionals that uses data-driven decisions to enhance student mastery of course competencies. Reports and dashboards from our data warehouse facilitate real-time assessment of student learning, and inform teaching, course design, and advising practices.
Presenter: Maura Devlin, The American Women's College at Bay Path University.



4th Floor

