# Agenda

**November 3, 2022**

All times listed are Eastern Time

<table>
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<tr>
<th>1:00 – 1:15PM</th>
<th>Welcome and Opening Remarks</th>
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<td>Craig Pepin, NEean President; Assistant Dean for Assessment and Lead Faculty, Degree Design Lab; Champlain College</td>
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<td>Event Overview and Introduction to the Plenary</td>
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<td>George Michna, NEean Program Director</td>
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<tr>
<th>1:15 – 2:15PM</th>
<th>Plenary Session</th>
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<td><strong>Managing the Demands of Multiple Stakeholders – Assessment in International Settings</strong></td>
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Seeking accreditation is a challenging and complex endeavor that brings assessment to the forefront along with a host of other issues. International institutions that choose to become accredited in the US must resolve domestic and international accreditation criteria along with requests from multiple stakeholders in a very practical and timely manner, always with the goal of student success in mind. We will share some experiences and practices that have been helpful under these trying circumstances from two institutions that have institutional and programmatic accreditation both in the US and Mexico.

**Panelists:**

Rafael Lopez, Dean of Faculty Development and Wellbeing, ITESM-Technology Institute of Monterrey, Mexico

Cecilia Tagliapietra, Assessment Dean, CETYS University, Baja California Mexico

**Moderated by:** Carlos A. Gonzalez Campos, CETYS University

| 2:15 – 2:30PM | Break |
Concurrent Sessions

**The Future of Assessment in Accreditation**

Accreditation standards require most institutions and programs to have assessment offices, which affects how assessment is done. In this panel we discuss the benefits and drawbacks of this influence, including a contrast between a report-writing mindset and an improvement mindset. The goal of the discussion is to encourage assessment practitioners to innovate and to challenge accreditation requirements if they are too restrictive.

*Presented by:* David Eubanks, Furman University; Andre Foisy, Excelsior University; Josie Welsh, Association for the Assessment of Learning in Higher Education; Megan Good, James Madison University; and Doug Roscoe, University of Massachusetts Dartmouth

**Implementing Specifications Grading**

In education, everything can feel subservient to grades. This presentation will focus on Specifications Grading (specs grading), a competency-based grading approach (Nilson, 2015). First, we will cover the foundations of Specs Grading, followed by a structure utilizing the specs grading framework. The presentation will conclude with a discussion on Specs Grading outcomes including transparent expectations, student autonomy, and reduced subjectivity when grading.

*Presented by:* Katherine Pagano, Martha Bradley Evans Center for Teaching Excellence, University of Utah

**Centralizing Institution-wide Assessment of Student Learning and Development**

Often higher education professionals who are charged with assessment responsibilities conduct their work within the parameters of their department or divisional goals (Schuh & Gansemer-Topf, 2010), that can limit the impact of those assessments to advance to institutional level changes. This session provides evidence and rationale in supporting a 360-degree comprehensive approach toward student development and student learning assessment.

*Presented by:* Anil Lalwani, University of Vermont
Assessing Experiential Learning that is Tied to Course Curriculum

Grading experiential learning can be challenging for a number of reasons. This session will review best practices for evaluating course assignments such as internships and service learning while looking at specific examples from multiple institutions. The facilitator will also share tools for developing practices for both summative and formative assessment for experiential learning components of graded courses.

Presented by: Kris Byrd, University of North Carolina at Charlotte

Preparing Faculty, Staff, and Partners for Successful Site Visits

As an accreditation visit nears, assessment professionals experience a flurry of activity—booking space, scheduling faculty/staff, and making edits to reports. But who is coaching faculty, staff, and partners to appropriately answer questions from peer evaluators? In this session, we will identify groups that need to be prepared for engaging with peer evaluators and analyze approaches to preparing them.

Presented by: Elizabeth Smith, The University of Tulsa

Get *HIP to Equitable Capstones that STCC (*High Impact Practice)

Want to enhance your Capstone experience? Join us in getting HIP* to how a small but mighty group of faculty at a Hispanic Serving Institution and Community College developed a Community of Practice to drive Capstone initiatives. Learn how our structure and process centers equity and assessment to guide assignment, course, and ultimately institutional culture change.

*HIP: High Impact Practices

Presented by: Emilie Clucas Leaderman and Mary Wiseman, both from Springfield Technical Community College

4:15 – 4:30PM  Break
Connecting LMS with Student Advising: Using and Validating Data to Support Student Success

Lasell’s learning management system (LMS) Canvas is a rich trove of information. Our student success management system, Starfish, touches all facets of teaching and advising. Panelists will describe and answer questions about how Lasell has linked these systems to support student success, and about how we assess the validity of the shared information, specifically grades and attendance.

*Presented by:* Heidi Burgiel, Michelle Niestepski, Dolores Radlo, and Linli Zhou; all from Lasell University

Training Emerging Assessment Professionals: What Skills and Dispositions should Faculty and Supervisors Emphasize?

What does it take to be a competent higher education assessment professional? What skills and dispositions are needed in order to be successful in our field? In this presentation we will discuss recent research that suggests the key skills and dispositions that emerging and novice APs should cultivate in graduate school and while on the job.

*Presented by:* Jennifer Morrow, University of Tennessee; Gina Polychronopoulos, George Mason University; Emilie Clucas Leaderman, Springfield Technical Community College; and Nikki Christen, University of Tennessee

Using Rubrics to Advance Equity and Inclusion for Diverse Populations

The Department of Human Services the most diverse at Purdue University Global. As an online school that primarily serves a non-traditional population, the author was seeking to determine if any between or within group differences could be found at the criterion level. The data indicated that there were opportunities to address student performance in meaningful ways.

*Presented by:* Maggie Morgan, Purdue University Global
5:15 – 5:45PM

Networking and Final Remarks

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