Assessing and improving student learning in courses, programs, and other collegiate experiences continues to be a priority for faculty, staff, and instructional partners in higher education. Individuals and communities attracted to, and served by, our campuses continue to reflect broader societal diversity, including those historically underserved by higher education institutions. This is occurring during a time when colleges and universities have been focusing their attention on applying pandemic-related lessons learned, responding to national and local cries for racial justice, promoting the value and return-on-investment of a collegiate education to a sometimes-skeptical public, and operating in a sector facing resource constraints, a looming enrollment cliff, and increased global competition. During this interactive keynote session, we will discuss the new realities and promising opportunities for learning, assessment, and improvement by examining enduring and emerging trends informed from national exemplars and perspectives—with a particular focus on promoting both equity and student engagement in our learning environments. Participants will have an opportunity to inventory their own practices and plan for learning, assessment, and improvement in their respective contexts.
**Keynote Follow-Up: Extended Conversations with Stephen Hundley**

Did the keynote talk intrigue you? Do you have questions? Are there points you would like to discuss further? If so, join our keynote presenter for a follow-up discussion.

**Room 402**

**One Chapter at a Time: Working Together to Write Our Story**

Assessment work is often like writing and telling a story. The story includes characters, plots, claims, evidence, visuals, and most importantly, lessons learned. At Endicott’s School of Education, leaders have used this metaphor to guide assessment work. Through multiple initiatives, we have recognized that 1) stories are written in chapters and 2) the best stories are written together.

Presenter: Asim Javed, Endicott College

**Room 406**

**Leveraging Data Governance and Literacy Efforts for Student Success**

This presentation will focus on Bay Path University’s approach to support student success through continuous improvement cycles driven by increased access to critical data and a commitment to transparency. The presentation will discuss the successes, challenges, and future plans of this work, and provide working examples to similar institutions in a moment of rapid and significant change for many.

Presenters: Heather Gould, Claire Jenson and Ashley Muraczewski; all from Bay Path University

**Room 409**

**Fostering a New Culture of Academic Assessment**

Has your institution struggled with creating a culture of assessment? This presentation will share how a culture of assessment is being fostered at an institution, with resources and dedication from upper administration to support faculty. The presentation will also share some experiences with implementing the newer assessment process and culture along the way.

Presenters: Natalia Zagula, Kathleen Neal and Jessica Nicklin; all from University of Hartford

**Room 410**

**Full conference attendees are also NEean Members!**

Be sure to visit our website to learn more about your member benefits.
Level Up: Adapting Techniques from Tabletop Role Playing Games to Student Self-Assessment

Videogame-inspired techniques have long been used in assessment design and engagement strategies. However, ideas from Tabletop Roleplaying Games can be at least as effective, particularly in aiding self-assessment and collaboration. In this session, we will discuss the application of TTRPG ideas like Character Sheets and Levelling to the classroom experience, and the opportunities and risks associated with it.

Presenter: William Duffy, Bristol Community College

Faculty Beliefs and Attitudes Toward Assessment

Engaging faculty in a campus culture of assessment is daunting. We surveyed faculty attitudes toward and interest in learning about and engaging in assessment. Measures included beliefs about the value of assessment, beliefs in their ability to complete assessment tasks, and experience with assessment. Survey results offer insights about campus assessment climate and targets for further faculty development.

Presenters: Raymond J. Shaw, Ruth E. McKenzie, Brandi L. Baldock, Andrew Cannon, Erinn Cunniff Gilson and Omer Unsal; all from Merrimack College

How to Write Assessable Student Learning Outcomes

Student learning outcomes (SLOs) are the foundation of the assessment edifice. Yet, many faculty and administrators -- and even assessment professionals -- craft SLOs that would benefit from further development. This session will first present guidelines for writing meaningful, assessable SLOs. It will then have participants practice writing SLOs and work in small groups to give and receive feedback.

Presenter: Jill Kern, Brown University

Lunch and Member Meeting

12:05 – 1:15PM
Suite A/B/C, 4th floor
The Role of Faculty Fellows in Engaging Colleagues in Assessment Culture

In this session we present the institution’s culture of assessment initiative, specifically the Faculty Fellows program, created to address historical issues holding us back from developing an environment of reflection on student outcomes. Previous initiatives have failed due to their top-down approach with limited support or faculty buy-in. This faculty-owned program increases engagement through the process of self-governance.

Presenters: Jamie Kleinman, Sarah Croucher and Diego Valente, all from University of Connecticut

Moving from Student Evaluation to Learning Reflection: Not Just Orwellian Nonsense

Over the last 3 years our institution has been working on improving our process for collecting end of semester student feedback. This talk will provide an overview of our process for revising our feedback form which has involved several surveys (for students and faculty), collecting peer examples, designing a new instrument, pilot testing, and running focus groups with our faculty.

Presenter: Sarah Pociask, Wellesley College

Connecting Outcomes Assessment to Accreditation: One Example

The assessment field has long resisted the primacy of accreditation processes as the driver of assessment practices. However, good assessment practices should be (and increasingly are) a key element that external accreditors look for in high-functioning institutions. In this presentation, we share our experiences integrating professional competencies throughout one of our programs in support of accreditation and curriculum continuous improvement.

Presenters: Karen White and Ana Gonzalez, both from Granite State College

It's a Virtual World: Adopting Online Proctoring While Managing Student Text Anxiety

The pandemic years have forever changed the higher education landscape. As a result, institutions have supported new learning environments while managing increased student anxiety. Honorlock and the University of North Alabama conducted a detailed study on test anxiety and online proctoring. Join us for this discussion on student anxiety drivers, ways to mitigate student anxiety, and how proctoring can support student success.

Presenter: Allison Laske, Honorlock
Lessons Learned: Curriculum Map as an Assessment Tool

Participants will review the steps taken to use curriculum mapping as an assessment tool, what worked well, challenges encountered, and recommendations going forward. Curriculum mapping allows the Department to identify the courses and the assignments that will ensure that the students are receiving the content that meets the identified program learning outcome (PLO).

Presenter: Paul Antonellis, Endicott College

What Students Need Next: Improving Success by Strengthening Agency and Accountability in Placement

In this presentation, Norwalk Community College faculty and staff will share the research that informed the development of a new, equity-centered placement approach based on letter-based, self-reported GPA; the process used to create and refine this model; the results of assessments to date; and ongoing efforts aimed at supporting the goal of eliminating the college’s equity gap in student success.

Presenter: Tony Peffer, Rachel DiPietro, Thalia Moshoyannis and Susan Steiz; all from Norwalk Community College

Documenting Workshop Participants’ Perceptions: 1) Self-efficacy, 2) Value in Assessment Work

What are the consequences of faculty development in learning assessment? We worked with an academic department on learning objectives, aligning course and program objectives, and designing measurable assignments. We measured changes in self-efficacy and perceived value of assessment work during the process. These new tools could help target development activities for faculty.

Presenters: Edward N. Morgan, Consultant; and Raymond J. Shaw, Merrimack College

Beyond the Credit Hour: Measuring Student Workload to Address Equity and Wellbeing

How much do students work? Are average student workloads equitably distributed across sections, courses and programs? The increased attention to student well-being and mental health demands that we consider these complex questions. In this session we will draw upon on research and practice to examine the strengths and weaknesses of different methods of measuring student workload.

Presenter: Craig Pepin, Champlain College
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