NEW ENGLAND
NEean
EDUCATIONAL ASSESSMENT NETWORK

2018 Fall Forum
"Inclusive and Meaningful Assessment"
Friday, November 2, 2018
College of the Holy Cross - Worcester, MA

Time:		Location:
8:15 - 9:00 AM	**Registration & Continental Breakfast**	**Ballroom**
9:00 - 9:15 AM	**Welcome: Dr. Steven Bloom** NEean President & Associate VP Academic Affairs, Lasell College	**Ballroom**
9:15 - 10:00 AM	**Introduction of Keynote**: **Dr. Edward Morgan** Director, Academic Assessment, Emerson College **Keynote Address: Dr. Keena Arbuthnot** Associate Professor of Education, Louisiana State University *"The Stakes are High; Fairness in Assessing Student Learning and Educational Outcomes"* Understanding the ways in which diverse groups of students learn inside and outside the classroom, as well as designing assignments to engage all students, are both essential for college faculty and professionals. Dr. Arbuthnot will discuss variations in the ways in which diverse groups of test takers engage with learning assessments, and a range of learning assessment types and forms.	**Ballroom**
10:00 - 10:20 AM	**Coffee Break**	**Ballroom Lobby**
10:25 - 11:10 AM	**Concurrent Session I**	**Breakout Rooms**
11:15 - 11:25 AM	**Break**	**Ballroom Lobby**
11:30 - 12:15 PM	**Concurrent Session II**	**Breakout Rooms**
12:15 - 1:15 PM	**Lunch and Table Topics**	**Ballroom**
1:20 - 2:05 PM	**Concurrent Session III**	**Breakout Rooms**
2:10 - 2:55 PM	**Concurrent Session IV**	**Breakout Rooms**
3:00 PM	**Networking & Travel Treats**	**Ballroom Lobby**

Q & A with Keynote Speaker: Dr. Keena Arbuthnot   **Room 304/5**

Using Data from NSSE Survey to Engage Faculty and Staff   **Room 320**

The NSSE Survey provides a rich data set used to measure student engagement in meaningful educational experiences. We will focus on how we have shared and used this data in an effort to engage faculty and staff in conversations on effective teaching, academic challenge, research endeavors, diversity, and campus environment.

Presenters: Lisa Hansen, Josephine Rodriguez, Jonathan Beagle, and Kevin Zabel; all from Western New England University

"I'll Show you Mine if you Show Me Yours": Overcoming the Practical Challenges of Peer Review/Critique in the Classroom   **Room 401**

Research shows that peer review/critique can enhance student outcomes but presents many practical complications. Following a brief discussion of benefits and challenges of peer review, experience the feedback cycle firsthand as we guide you through the redesign of one of your classroom assignments, informed by our research-based Peer Review Protocol.

Presenters: Summer Clark, Liv Cummins, Kimberly Lowe Frank, John McCormick, Linda Pursley, and Lisa Spitz; all from Lesley University

How to Turn a Project into a Publishable Paper   **Room 402/3**

Interested in reaching a wider audience for your assessment work or developing a project into a scholarly research worthy of publication? Assessment is both a practice that is aimed at improving teaching and learning, and an area of scholarship. In this session, the presenters (co-editors of the Journal for Assessment and Institutional Effectiveness) discuss what that scholarship looks like, and how to connect the practice of assessment to that scholarship and publish it in a scholarly journal.

Presenters: Craig Pepin, Champlain College and Raymond Shaw, Merrimack College

How Backward Instructional Design Moved Our Use of Data Forward   **Suite B, 4th floor**

Despite having access to longitudinal survey data, colleagues made limited use of these results, citing a lack of alignment between their area's learning outcomes and these national and local instruments. By introducing the backward design model, we have been able to move the needle in terms of assessment plan development.

Presenter: Jessica Greene, Boston College

Socially Just Assessment: Implementing Assessment to Foster Equity and Inclusion   Room 304/5

As the student populations at our colleges and universities continue to diversify, we must create processes to ensure equity and inclusion. Presenters will share a continuum of socially just assessment built on philosophical paradigms of critical theory and post-structuralism and identify specific strategies for implementing assessment that is socially just.

Presenters: Gavin Henning, New England College and Anne Lundquist, Campus Labs

Why Teaching Faculty Participate in the NEean Summer Institute? A Deeper Dive Preview   Room 320

One participant last year said, "I found these sessions to be very helpful in a direct way. I will be using what I learned immediately." Today, during the Fall Forum, we provide a preview of the Summer Institute's Deeper Dive. Bring a few course level learning objectives and be prepared to roll-up your sleeves.

Presenter: Ed Morgan, Emerson College

Changing Campus Culture from "Assessment for Accreditation" to "Assessment for Student Success"   Room 401

Fitchburg State University is on a journey to transform their culture of assessment from a process driven by compliance-based actions with limited perceived value to one that is meaningful, measureable, and manageable driven by better data. Learn how Merri Incitti used her previous experiences to formalize their assessment practices and begin to centralize an assessment management system using Watermark solutions.

Presenters: Merri Incitti, Fitchburg State University and Allison Holt, Watermark Insights

Integrated Assessment and Program Review Process for Regional and Professional Accreditors   Room 402/3

Participants will learn how assessment has been streamlined into annual, incremental program review of multiple majors. This has resulted in programs being kept up to date and faculty work load in check while also improving international student advising and serving institutional needs of multiple and binational institutional and programmatic accreditors.

Presenter: Carlos Gonzalez, CETYS University

The Process of Redesigning a Mathematics Department Assessment   Suite B, 4th floor

Recognizing the need for improvement, our mathematics department has designed a new assessment plan. The first step was updating the mission statement, followed by the development of program and course outcomes, artifacts, and rubrics for assessment. We will present the development process as well as plans for implementation and review.

Presenters: Deirdre Donovan and Elyssa Miller; both from Lasell College

Lunch   Ballroom

Catch up with friends and colleagues informally over lunch, or follow the signs and join a facilitated assessment conversation at one of our optional "table topics" locations in the ballroom.

Table Topic 1: Planning and Facilitating Assessment Days

Facilitated by: Jennifer Galipeau, Johnson & Wales University

Table Topic 2: Assessment and Competency-Based Education

Facilitated by: Craig Pepin, Champlain College

Table Topic 3: Assessing Faculty Initiatives

Facilitated by: Linda Bruenjes, Suffolk University

Table Topic 4: Grants to Support Assessment Work — Tips and Insights

Facilitated by: Marlene Clapp, Massachusetts Maritime Academy

Table Topic 5: Ensuring All Students Learn Well

Facilitated by: Ed Morgan, Emerson College

Thank You to our Sponsors!

Brave Pedagogy: Faculty Development and Assessment for Teaching Controversy in an Inclusive Environment

Room 304/5

This presentation discusses faculty development for teaching controversial issues. In our highly polarized political climate and in the era of #BLM and #metoo, it is essential that we develop teaching tools and assessment methods that are inclusive of all students and enhance empathetic participation and community cohesion.

Presenter: Heather Keith, Green Mountain College

Johnson & Wales University College of Culinary Arts' Strategy to Measure the Immeasurable

Room 320

College graduates should be able to demonstrate some level of professionalism within their chosen field. Should professionalism be promised as a program outcome or should it be something our grads have learned and mastered on their own? Do we teach professionalism specifically? Is it being assessed? In this session, we will explore professionalism traits, and how our programs can raise the bar on this important soft skill.

Presenter: Susan Lagalle, Johnson & Wales University

Facilitating Upward Conversations: Presenting Program-level Assessment Data to Administration and Advisory Boards

Room 401

This session will explore ways to showcase the rich narrative of programmatic assessment efforts with important external audiences such as upper administration, accrediting bodies and advisory boards. Special emphasis will be placed on a suggested planning framework through which targeted communications can be developed and shared.

Presenters: Jennifer Galipeau and Jane Boyland; both from Johnson & Wales University

The Ongoing Challenge of Assessment: An Examination of a Sport Management Program

Room 402/3

Assessment of program outcomes plays a progressively vital role in higher education. This article encompasses a case study program review of a sport management program housed within a business school at a small Northeastern Liberal Arts College.

Presenters: Michelle Brimecombe, Rocco Porreca, and Alex Rodriguez; all from Newbury College

Creating and Using Real-time Assessment in A First-Year Writing Program

Suite B, 4th floor

This presentation will discuss the creation of a first-year writing program assessment plan that is real-time, supports instructors' current activities and assignments, and helps orient adjuncts and new faculty.

Presenters: Michelle Niestepski, Vincent Bisson, Gregory Cass, and Annie Ou; all from Lasell College

Connecting the Dots: Faculty Development, Instructional Improvement, and Evidence of Student Impact   **Room 304/5**

Despite a strong body of research connecting evidence-based teaching practices to stronger student outcomes, there is less scholarship fully connecting faculty development to the use of these approaches and the consequent impact on student achievement. The presenters will share how they are using multiple forms of student assessment data to estimate the impact of instructional improvement among faculty earning a credential through the Association of College and University Educators (ACUE).

Presenters: Elizabeth Lawner and Meghan Snow; both from the Association of College and University Educators

Focusing on the Evidence: Building Assessment for Flexibility   **Room 320**

Starting from the end is a growing practice in developing online courses that proves to be equally effective at planning outcomes assessment strategies. This session will examine how that might work for you and why it is an effective approach for ensuring the assessment is meaningful and applies in a variety of contexts. We will also look at the challenges unique to 2 year institutions.

Presenter: Karen Bellnier, Community College of Rhode Island

Inclusion of Student Learning Outcomes in Academic Degree Program Handbooks: An Institutional Analysis   **Room 401**

Results from a 36-hour content analysis of academic program handbooks for inclusion of student learning outcomes will be presented. The study found that programs fail to use handbooks to communicate learning outcomes despite survey results indicating that most students are unfamiliar with program outcomes. A handbook template will be shared.

Presenters: Rafael Rivas, Joanna Boeing Bratton, Ruth Slotnick; all from Bridgewater State University

Direct Assessment of Writing Center Effectiveness   **Room 402/3**

Tracking one cohort of Carleton College students for two years revealed that consistent use of the Writing Center led to higher grades in writing-rich courses and mitigated various challenges faced by some entering students. These results, combined with discoveries about why students did not use the Writing Center, have led the Director to reexamine the balance between directive and nondirective instruction methods.

Presenter: Carol Trosset, independent consultant

Assessing and Improving Vocational Relevance in Professional Studies   **Suite B, 4th floor**

A brief survey instrument was utilized to explore college-level student perceptions of the educational relevance of course materials and assignments to their current occupations and future career aspirations. The presenters will share the results of this survey and the implications these results will have on their selection of materials/resources and approach to assessment in courses in the fields of Business Administration, Computer Science, and Education.

Presenters: Hirosuke Honda, Timothy Surrette, and Matt Dube; all from the University of Maine at Augusta