

<b>FALL FORUM 2010</b>  <b>ASSESSMENT: TENSIONS,        OPPORTUNITIES &amp; OUTCOMES</b>	<b>An Assessment Conference Sponsored by        New England Educational Assessment Network        (NEEAN)        Hosted at College of the Holy Cross Worcester, MA</b>
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<u>November 5, 2010</u>	<u>The Hogan Center</u>	<u>College of the Holy Cross</u>
8:15 – 9:00 AM	Registration & Continental Breakfast	Main Lobby, 3 <sup>rd</sup> 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 Introduction of Keynote: Jeanne Mullaney, NEEAN Program Director, Assessment Coordinator & Professor Community College of Rhode Island	Ballroom, Main (3 <sup>rd</sup> ) Flr
9:15 – 10:00 AM	Keynote Address: Peter Ewell	Ballroom, Main (3 <sup>rd</sup> ) Flr

## “Assessment: Tensions, Opportunities and Outcomes”

Dr. Peter Ewell is Vice President of the National Center for Higher Education Management Systems (NCHEMS). Dr. Ewell’s work focuses on assessing institutional and higher education system effectiveness and the outcomes of college, and involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has consulted with over 375 colleges and universities and twenty four state systems of higher education on topics related to performance indicators and the assessment of student learning. He has also worked internationally in these fields, most recently in Hong Kong. Dr. Ewell has authored seven books and numerous articles on the topic of improving undergraduate instruction through the assessment of student outcomes.

10:00 – 10:15 AM	Break	Ballroom Lobby area (3 <sup>rd</sup> 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 (3 <sup>rd</sup> 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 (3 <sup>rd</sup> Floor)

**TURN IN YOUR GREEN EVALUATION SHEETS, PLEASE!**

- A: Assessment: Tensions, Opportunities and Outcomes** **Hogan Center 3<sup>rd</sup> Flr Room 304/305**  
 Follow up discussion to Keynote address.  
 Presenter: *Dr. Peter Ewell, Vice-President, NCHEMS.*
- B: Is the Tassel Worth the Hassle? The Senior Capstone Experience** **Hogan Center 3<sup>th</sup> Flr Room 320**  
 At Mitchell College, the Capstone Experience in Behavioral Sciences provides the senior students with a practical application of their knowledge base. The focus of this presentation will be the assessment of the ten year process of a Senior Capstone Experience weighing the tensions with the opportunities and outcomes for the faculty and students.  
 Presenters: *Catherine Wright, Professor of Behavioral Sciences; Tara Broccoli, Assistant Professor of Behavioral Sciences. Mitchell College.*
- C: Using Assessment Results to Help Improve Information Literacy** **Hogan Center 4<sup>th</sup> Flr Room 401**  
 At Western New England College we have completed two assessment cycles for Information Literacy. Additionally, our librarians have used a multi-pronged approach to assessment, including SAILS (Standardized Assessment of Information Literacy Skills.) We will explain how we complete the assessment loop by analyzing data, sharing results and making changes to institutional practices.  
 Presenters: *Lorraine Sartori, Coordinator of Assessment; Josephine Rodriguez, Associate Coordinator of Assessment; Mary Jane Sobinski-Smith, Head of Information Literacy & Instruction; Joshua Becker, Instruction/Reference Librarian. Western New England College.*
- D: From Conception to Implementation: General Education Assessment** **Hogan Center 4<sup>th</sup> Flr Room 402/403**  
 Saint Joseph College has implemented a new assessment framework for General Education and designed an assessment plan based on a review of the current assessment literature and the institution's specific needs. The presenters will share their experience of creating an assessment framework, of administering surveys to students and faculty to gather perception data, of creating teams of faculty assessors to evaluate student outcomes, and of closing the assessment loop to improve instruction and student performance.  
 Presenters: *Kevin J. Callahan, Associate Professor of History; Michael Broderick, Director of Institutional Research. St. Joseph College, CT.*
- E: Mastery or Motivation? Interpreting Institutional Results from the Collegiate Learning Assessment** **Hogan Center 4<sup>th</sup> Flr Room 406/407**  
 This session examines factors related to performance on the Collegiate Learning Assessment (CLA) as administered at a public Carnegie master's-larger programs university in the Northeast. This study demonstrates time on spent on the test, student motivation, and to a lesser extent how the local institutional administration procedures represent problematic intervening variables in the measurement of student learning. Findings from successive administrations of the instrument reveal wide year-to-year variations in student performance related to time on test and motivation.  
 Presenter: *Braden J. Hosch, Director of Policy, Finance, & Academic Affairs. Connecticut Department of Higher Education.*
- F: Systemic support for Integrative Learning: Creating and Closing the Loop at Curry College** **Hogan Center 4<sup>th</sup> Flr Room 408/409**  
 This session focuses on three program assessments of integrative learning at Curry College. Each considers integrative learning within a specialized context: 1) as metacognitive development, 2) within first year learning communities, and 3) within a graphic design curriculum. Impact of systemic processes, alignment of administrative structures and supports, and implications for other institutions assessing integrative learning are shared.  
 Presenters: *Carrie Cokely, Associate Professor, Director of First Year Seminar; Lisa Ijiri, Associate Dean for Academic Affairs; Pat Mytkowicz, Professor, Program for Advancement Learning Coordinator of PAL for Multilingual Students; Heather Shaw, Assistant Professor, Fine and Applied Arts. Curry College.*
- G: Rubrics Cube: Assessment of Public Speaking, Alignment of Interests, and Program Revision** **Hogan Center 4<sup>th</sup> Flr Jenks Suite A**  
 The presenters will explain the context, process, and outcomes of assessing a General Education course (Public Speaking) at Manchester Community College. The presentation will include a perspective of how various members of society in general as well as this college in particular benefit from assessment of student learning. Examples will be provided of how the results and process of assessment are being used to improve our institution's curriculum and the presenters will share the appraisal of assessing Public Speaking.  
 Presenters: *Albert S. Kim, Assistant Professor of Communications; Rebecca M. Townsend, Assistant Professor of Communications. Manchester Community College.*

- A: [Extreme Assessment: Going Beyond the Classroom](#) Hogan Center 3<sup>rd</sup> Flr Room 304/305**  
 The Neag School of Education at the University of Connecticut will present an integrative perspective that has been used to effectively implement the assessment system to examine achievement beyond classroom performance. This assessment culture at the Neag School, is known as “assessment extreme.” The panel will strive to go beyond describing the assessment processes to provide specific examples that can be shared and translated to other disciplines.  
*Presenters: Mary Yakimowski, Director of Assessment; Michael Alfano, Director of TCPCG, Associate Professor; Michael Faggella-Luby, Assistant Professor of Special Education, Austin Johnson, Doctoral Student, School Psychology Program. Neag School of Education. Shauna Tucker, Assistant Professor, Educational Leadership Department. University of Connecticut.*
- B: [A Confluence of Modern Elocution, Assessment, & Effective Business Communications](#) Hogan Center 3<sup>rd</sup> Floor Room 320**  
 The presenters will share their initiative implement within the Speaking Center and the MBA Program a unique learning model that assists students in improving their communication competencies. This initiative has a lasting impact on the student participants as well as our student-mentors and faculty. The presenters will share the pedagogy, including the tools and techniques that are employed in the teaching environment and progressive assessment process.  
*Presenters: William Topper, Professor of Management; Vicki Nelson, Director of the Speaking Center. Curry College.*
- C: [Nurturing the Process for Assessment: Student Learning, Effective Teaching, and Building Institutional Cultures](#) Hogan Center 4<sup>th</sup> Flr Room 401**  
 The presenters will share from their collaborative experiences, about processes *of* assessment (techniques and practices) and processes *for* assessment (nurturing institutional change) toward sustainable, persistent and consistent assessment of actual student learning at their college. It is a slow, sometimes messy process of cultivation; and things are growing!  
*Presenters: Brian Donohue-Lynch, Division Director for Liberal Arts & Sciences, Learning Assessment Coordinator; Brian Kaufman, Assistant Professor of English/Writing; Mark Szantyr, Professor of Fine Arts. Quinebaug Valley Community College.*
- D: [Assessment of Liberal Education, Quantitative Literacy, and Individual Majors: Lessons Learned, Initial Data & Ongoing Issues](#) Hogan Center 4<sup>th</sup> Flr Room 402/403**  
 The presenters will discuss assessment across several academic areas, with a focus on the Liberal Education program and Quantitative Literacy initiative. The presentation will include how the assessment tools were developed and implemented, initial results, and how they are using these results to improve the curricula. This presentation works as a “How To (or How Not To)” session. This presentation will be targeted toward assessment beginners, both faculty and administrators. However assessment veterans are welcome, especially for their insight during the discussion at the end of the formal presentation.  
*Presenters: Cheryl Coolidge, Professor; Beth Crockford, Academic Dean & Professor; Semra-Kilic Bahi, Associate Professor. Colby-Sawyer College.*
- E: [The Challenge of Developing Intellectual skills: Aligning Assignments with Program Outcomes](#) Hogan Center 4<sup>th</sup> Flr Room 406/407**  
 Faculty instructional facilitators will discuss the importance of aligning assignments with Integrative Studies Program outcomes. They will discuss designing learning experiences, including practice experiences that contribute more intentionally to students’ ability to demonstrate critical reading and critical thinking skills at higher levels. This work is a result of the specific student learning outcomes that are being assessed and the assessment results we are getting.  
*Presenters: Ann Rancourt, Associate Provost; Pru Cuper, Associate Professor of Education; Yi Gong, Assistant Professor of Education; Mark Timney, Associate Professor of Journalism. Keene State College.*
- F: [Examining the Assessment “Loop” to Improve Teacher Education](#) Hogan Center 4<sup>th</sup> Flr Room 408/409**  
 The presenters will provide history from the School of Education of how dramatic change evolved in (1) assessment, (2) curriculum, and (3) partnership/clinical experience through the analysis of quantitative and qualitative data. Case studies examine the assessment “loop” to improve the teacher education program for candidates. This session will provide a concrete example of the ways in which the School integrated qualitative and quantitative evidence to inform policy and practice regarding assessment, curriculum, and partnerships with districts, and also highlights exemplary practices that were used to create change in teacher preparation at the School of Education.  
*Presenters: Karen Castagno, Associate Dean, Teacher Education; Susan Gracia, Director of Assessment; Eileen Crowley Sullivan, Assistant Dean, Office of Partnerships & Placement. Rhode Island College.*

**G: [Assessment, Publication and the IRB: What You Need to Know to Educate Your IRB!](#)** **Hogan Center 4<sup>th</sup> Flr Jenks Suite A**  
This presentation is a tour of the IRB process targeted specifically for educational assessment practitioners. The presenter will review the federal regulations that govern IRBs and provide concrete rationale for why much of this research is exempt from IRB review. We will exam the reasoning and ethics behind the regulations as well as their application to specific cases.  
*Presenter: Curt Naser, Facilitator for Assessment. Fairfield University.*

**H: [How to Assess and Improve Students' Writing Across the Disciplines](#)** **Hogan Center 4<sup>th</sup> Flr Jenks Suite B/C**  
Drawing on her experiences leading workshops and consulting at more than 350 campuses on both writing-across-the-curriculum and assessment, the presenter will lead discussion about how to assess and improve students' writing, in composition and across the disciplines, at both 2-year and 4-year institutions, serving basic writers as well as the more accomplished. Participants will get ideas about how to assess and improve writing on their own campuses, and they will share their own ideas with others.  
*Presenter: Barbara Walvoord, Professor Emerita. University of Notre Dame.*

**1:45 PM – 2:45 PM**

**Concurrent Sessions III**

**A: [Measuring Up: Designing a Pre-Test & Post-Test Assessment Model with First Year & Senior Seminars in General Education](#)** **Hogan Center 3<sup>rd</sup> Flr Main Room 304/305**  
The presenters will provide an overview of the outcomes in the three core areas of the General Education Program: Communication, Critical Thinking, and Cultural & Community Engagement. They will share and discuss the certification process for courses to be included in the General Education Program and outline plans for linking First Year and Senior Seminars to General Education outcomes and assessing them using a pre-test/post-test model as a way to assess the overall effectiveness of the General Education Program.  
*Presenters: Jennie Brown, Assistant Professor, Psychology; Laurie Gordy, Professor, Sociology; Kathleen Fitzpatrick, Assistant Professor, History. Daniel Webster College.*

**B: [Using Assessment & Institutional Data to Evaluate Outcomes in Psychology Students & Make Recommendations for Curriculum Revision & Resources](#)** **Hogan Center 3<sup>rd</sup> Flr Main Room 320**  
The presenters will outline the assessment of critical thinking and communication skills of psychology majors in their capstone experience. The learning goals are defined and linked to measures. They will compare these results with national data from a student engagement survey and share their plans to make recommendations for curricular changes, institutional support, and future assessment activities.  
*Presenters: Maria Kalpidou, Assistant Professor of Psychology; Maria Parmley, Assistant Professor of Psychology. Assumption College.*

**C: [Discussing the Senior "Culminating" Course: Opportunities, Outcomes & Tensions](#)** **Hogan Center 4<sup>th</sup> Flr Room 401**  
This session is designed to create a dialogue among faculty who have taught/ will be teaching/ are interested in a senior level course/seminar designed to culminate/capstone students' experiences in their major at a particular institution. The presenter will provide a perspective framework (with an emphasis on transitioning college seniors into the next phase of their lives) and offer a specific method (a sample syllabus with assignments utilized in the Communication Senior Seminar course), discussion will be facilitated and the audience will be strongly encouraged to contribute.  
*Presenter: Wendy Nichols, Assistant Professor of Communication Studies. Merrimack College.*

**D: [Assessing the Impact of PRAC Grants on Individual Faculty Productivity or Unit Policy & Procedures](#)** **Hogan Center 4<sup>th</sup> Flr Room 402/403**  
The presenter will focus on findings from a campus study completed in 2010 that reviewed the impact institutional assessment funding has had on (a) individual faculty productivity and/or (b) unit policies and procedures. Highlights will include data on the impact related to presentation, publication, procurement of external funding and curriculum revisions.  
*Presenter: Mark Urtel, Assistant Professor & Chair of Campus Program Review & Assessment Committee. Indiana University Purdue University Indianapolis.*

**E: [Assessment of Student Learning: Lessons from the Accreditation](#)** **Hogan Center 4<sup>th</sup> Flr Room 406/407**

## Experience

The presenters will share insights about having successfully completed a reaccreditation cycle for the School of Social Work program and how that impacted assessing student learning to inform educational programs: methodologies, applications, concerns and tensions. Attendees are encouraged to provide examples from their programs in this “hands-on” session.

*Presenters: Daniel Weisman, Professor; Jayashree Nimmagadda, Chair & Professor; Roberta Sue Pearlmutter, Dean & Professor. School of Social Work. Rhode Island College.*

### **F: The Assessment Spiral: Using Inductive Approaches Toward General Education Assessment**

**Hogan Center 4<sup>th</sup> Flr Room 408/409**

The presenters will highlight strategies utilized and lessons learned in the last eight years of General Education assessment initiatives. Presenters will share inductive methods in thinking, participation, and design to encourage an institutional culture of assessment. Participants will be presented numerous assessment models and techniques, engage in a curriculum mapping activity, and explore ways to develop, disperse, embed, and report results of assessment initiatives in higher education.

*Presenters: Seth Freeman, Assistant to the Academic Dean; Jennifer Thomassen, Assistant Director, Academic Media Technology. Capital Community College.*

### **G: Ambient Data for Program Assessment**

**Hogan Center 4<sup>th</sup> Flr Jenks Suite A**

The presenter will explore strategies for disaggregating data from student information systems, nationally normed and locally developed tests and surveys, and for summarizing data from capstone projects and portfolios, and qualitative sources such as minutes, interviews, and open-ended comments. He will also explore common-sense approaches for making meaningful cross-sectional and longitudinal comparisons.

*Presenter: Stephen Wall-Smith, Instructor in Philosophy, Department of Liberal Arts & Sciences. Fitchburg State University.*