

**AICUP Workshop on College and University Assessment
August 6, 2015**

Agenda and Session Descriptions

Welcome and Workshop Overview	10:00 am Majestic Ballroom Don Francis AICUP
Plenary Session	
The Growing Role of Assessment in Accreditation: Changing Middle States Standards The panel will provide information on the process and the deliberations leading to the revised MSCHE Standards for Accreditation. The panel will also provide an update on the Commission's Collaborative Implementation Project under which a group of colleges and universities are currently piloting the revised standards before full implementation in 2017-18.	10:15 am – 11:30 am Majestic Ballroom Sean McKittrick MSCHE James Trainer Villanova University Stephen Thorpe Widener University
Concurrent Sessions	
The Evolution of Using Portfolios to Assess Student Learning This session will provide an overview of an effort to use e-portfolios to integrate assessment of general education courses at the Pennsylvania College of Health Sciences. The presentation will outline the steps of integrating e-portfolios into the curriculum and discuss the challenges in utilizing e-portfolios. <i>Technology and Assessment</i>	11:30 am – 12:15 pm Grande 1 Peggy Rosario Kristen Buchanan Pennsylvania College of Health Sciences
Of Many, One: A Coherent View of Integrated Assessment Integrating faculty into assessment and strategic planning processes often takes the form of a question: what are you doing for the mission of the university? Departments are asked to show what they do to support the mission. We will discuss an alternate approach in which faculty are involved in this process by being called to creatively reflect on what the mission is doing in them, and how integrative assessment works to document the organic growth and creative vitality of this emerging model. Participants will learn: <ul style="list-style-type: none"> • strategies for the inclusion of faculty in the strategic planning process • how to foster an environment of inclusiveness that allows mission alignment with strategic planning • how to identify opportunities for integrating individual and collective assessment into the strategic planning process <i>Institutional Assessment</i>	11:30 am – 12:15 pm Grande II Jamie Elizabeth Jacobs Jacquelyn Core Waynesburg University

Concurrent Sessions (continued)	
<p>Student Interpretation of Learning Outcomes</p> <p>Faculty are asked to develop learning outcomes for courses and for degree programs – reference points for what students should know and be able to do upon completion. This session will examine how students understand and interpret learning outcomes, differences in interpretation between students in different disciplines, and implications for college teaching.</p> <p style="text-align: right;"><i>Assessment of Student Learning</i></p>	<p>11:30 am – 12:15 pm Congressional Suite</p> <p>Jessica Ickes Lebanon Valley College</p>
<p>The Development of an Assessment Process for a New General Education Curriculum</p> <p>In 2009, a new general education curriculum was implemented at Susquehanna. The faculty had passed an assessment-ready curriculum with 18 areas and a total of 68 learning goals, and established a Committee on the Central Curriculum (CCC) “to maintain and assess the integrity of the Central Curriculum.” Over the next few years, the CCC designed an assessment structure, tested it, threw it out, and designed a new structure which has now been in place for three years. We will share our broadly-participatory assessment process and the trial and error it took to find something that works.</p> <p style="text-align: right;"><i>Assessment and Accreditation</i></p>	<p>11:30 am – 12:15 pm Grande III/IV</p> <p>Colleen Flewelling Betsy Verhoeven Lynn Palermo Susquehanna University</p>
<p>Buffet Luncheon</p> <p>12:15 pm – 1:20 pm Majestic Ballroom</p>	

Concurrent Sessions

Track 1: Technology and Assessment

1:30 pm – 3:00 pm
Meeting Room: Grande I

Using Technology to Document Assessment: Process and Pitfalls

Gannon University recently moved to Blackboard's Outcomes as the tool to collect assessment data. This presentation will walk participants through the University's project plan involving administrative and faculty buy-in, stakeholder identification, establishing success measures, training, challenges, surprises, and more. Participants will have an opportunity to explore their own institution's strengths, weaknesses, opportunities, and challenges relating to outcomes assessment.

Catherine Datte
Gannon University

Assessing Technological Innovation

In the fall of 2010 Seton Hill University became the first university in the country to give every student an iPad as a classroom learning tool. Since this event occurred, our faculty, students, and administrative staff have been working to make our investment "pay off"- to enhance student learning, and to increase our ability to engage with the world around us. We all had a lot of hopes and expectations based on the use of technology and the innovations that were developed. But were these innovation efforts successful? This interactive presentation is intended for faculty and administrators to consider the challenges inherent in the assessment of innovative practice involving technology, and to discuss the merits of a variety of approaches that might be used to evaluate impact and outcomes.

Edith Cook
Seton Hill University

Concurrent Sessions

Track 2: Institutional Assessment

1:30 pm – 3:00 pm
Meeting Room: Grande II

Moving Toward Assessment that is Beneficial to the Institution

Every academic program and administrative unit at the University is required to do annual assessment reports. For years these annual reporting requirements were not effective and feedback to administrative and academic units was inconsistent. Charged by the Provost, a new University Assessment Council reviewed the process and developed rubrics for providing feedback. The rubrics evaluate the assessment process and make suggestions for more robust assessment measures or how the data can be used for planning improvements. The Council also streamlined the annual assessment reports so that units are reporting on fewer outcome measures. This presentation will help institutions reflect on their own assessment process and take steps to make it more beneficial.

Phyllis Blumberg
Dale Trusheim
Heidi Anderson
University of the Sciences

Assessment in Academic Departments: Getting Started, Using Findings, and Lessons Learned

Faculty members are asked to implement, and perhaps even create, various forms of assessment. Direct and indirect, formative and summative – purposeful assessments can benefit students directly while at the same time informing and guiding faculty, departments, the institution and accrediting bodies. This faculty-led session highlights several realistic strategies that have been developed at one institution and how these tactics have helped a diverse group of stakeholders make informed decisions about meeting, re-thinking, or even just establishing educational goals and objectives.

Marianne Goodfellow
Wally Patton
Michael Pittari
Lebanon Valley College

Concurrent Sessions

Track 3: Assessment of Student Learning and Outcomes

1:30 pm – 3:00 pm

Meeting Room: Congressional Suite

Assessing Assignments: Creating Rubrics, Checklists, and other Scoring Guides

Assessment has become the driving element of college and university instruction and requires a wide variety of formats and designs to be effective. This session will examine rubrics and assignment scoring guides and offer direction for developing each of these for the higher education classroom. Making assessment effective for both instructor and student is key! Bring a sample assignment to use in the development of your scoring guide.

E. Penny Clawson
Lancaster Bible College

Assessment Annotations: A Simple and (Almost) Painless Way to Document the Assessment of Student Learning

Colleges and universities are often cited by accreditors for not having enough direct evidence that student learning outcomes are being met at the course level. In many cases it is not that assessment is lacking in the classroom, it is a matter of documenting that assessment. Based upon a review of the literature and insights gained from the presenter's service on accreditation team visits, the *Assessment Annotation* electronic form was created. This session will examine the key components of the *Assessment Annotation* form and will explain how the data gleaned from the annotations are being used to document direct evidence that learning outcomes are being met.

Dale Mort
Lancaster Bible College

Concurrent Sessions

Track 4: Assessment and Accreditation

1:30 pm – 3:00 pm
Meeting Room: Grande III/IV

Flagged by Middle States: A Case Study of Remediation

In 2012, Lebanon Valley College received an accreditation warning from the Middle States Commission on Higher Education, announcing that the college had no good mechanisms in place for assessing student learning. This session will outline the steps taken by administrators and faculty of the college to respond to the warning and offer suggestions to other institutions to help them avoid falling into a similar situation.

Michael Green
Ann Damiano
Deanna Dodson
Lebanon Valley College

3:00 p.m. Workshop End

Coffee and Informal Discussion
Meeting Rooms: Grande I and Grande II