

Recipes for Sustainable Assessment



Assessment Network of New York

5th Annual Conference

Hyde Park, NY

April 5-7, 2017

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Data Driven Innovation

Welcome to ANNY's Fifth Annual Conference!



Welcome to Hyde Park! Thank you for joining us at ANNY's 5th Annual Conference co-hosted by the Culinary Institute of America (CIA). With a conference theme of "***Recipes for Sustainable Assessment***," we hope you will be taking many practical assessment ideas back to your campuses. In line with this year's theme, we added opportunities to cook up relationships with new friends, vendors, and a trio of 5-star assessment experts. We are very excited to have **Dr. Natasha Jankowski, Dr. Peggy Maki, and Dr. Ellie Fogarty** delivering keynote addresses, and we are looking forward to Dr. Maki's workshop on Wednesday. We hope you are equally excited to see their presentations. There are also over thirty different concurrent sessions to choose from filled with a cornucopia of practical ideas for improving assessment of student learning and institutional effectiveness. While we hope that you get your fill of new ideas in every planned session that we offer, we do realize that sometimes the best ideas are gained from informal **conversations with your ANNY colleagues**. We hope you will join us for a variety of sessions including our **Welcome to the CIA Reception** on Wednesday afternoon. Also, please sign up for a tour of the CIA at the ANNY registration table. While at the conference, follow your ANNY colleagues via Twitter and tweet your insights! **@assessny #ANNY17** We hope you enjoy the conference this year!

About ANNY

Formed in 2010, ANNY's mission is to "Advance the quality assessment of institutional effectiveness and to enhance the success of institutions of higher education and their students in New York State." ANNY works toward achieving this mission by:

- providing its members with exposure to best practices and emerging trends in assessment through conferences, workshops, and other means
- creating networking opportunities for its members
- facilitating cost-effective professional development and consultation opportunities

ANNY is run exclusively by volunteers from colleges and universities throughout New York State. If you would like to become involved with ANNY by volunteering, hosting an event, or running for a seat on the Board of Directors, please contact one of the Board members for more information.

Acknowledgements

The Board of Directors would like to thank our host, the Culinary Institute of America (CIA). A lot of behind-the-scenes work went into planning and without the support and assistance of CIA staff, this event would not have been possible. A special thank you to our sponsors, Taskstream-Tk20 and Campus Labs, for their continued support of ANNY. And of course, a big thank you to our speakers, presenters, and attendees for making the annual conference so vibrant and informative.

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Wednesday, April 5th, 2017

Start Your Day

Registration

Continental Breakfast

8:30 - 9:30 AM

Marriott Pavilion

Lower Level

Keynote Address

Mixing It All Together: Recipes for Inclusion

Dr. Natasha Jankowski, Director, National Institute for Learning Outcomes Assessment and Research Assistant Professor at the University of Illinois Urbana-Champaign



This plenary pulls from the work of the National Institute for Learning Outcomes Assessment (NILOA), bringing different perspectives on assessment practice together—measurement, compliance, and student-centered learning. For effective, meaningful, and sustainable assessment that ultimately fosters student learning, we will explore together how the three perspectives of assessment practice are needed elements in a recipe for inclusive assessment focused on meeting the needs of our learners and internal/external audiences.

Welcome by Michael Sperling, Vice President for Academic Affairs, Culinary Institute of America

9:30 - 10:45 AM

Marriott Pavilion

Theatre

Concurrent Sessions 1

11:00 - 11:45 AM

Picking the Low Hanging Fruit: A Holistic Approach to Leveraging Institutional Effectiveness and Predictive Analytics to Improve Retention and Student Satisfaction

Steven Doellefeld, University at Albany

Jayme Wood, University at Albany

A look behind the curtains at one institution's efforts to employ data-mining and predictive analytics techniques with the goals of improving retention and student satisfaction, and the strategies employed to reach that goal. We will be placing emphases on those strategies that have broad applicability across institutions.

Marriott Pavilion

Classroom 1

Using an Intranet and Ticketing System to Build a Sustainable Data-Driven Culture

Carissa Shafto, Galen College of Nursing

Steve Hyndman, Galen College of Nursing

Galen College of Nursing is a single-purpose undergraduate nursing college of about 3500 students. In 2013, faced with increased regulatory data and assessment requirements, a department of Institutional Effectiveness (IE) was formed. The department's primary goal was to share data with the rest of the college for decision-making. There were two tools that made us successful 1) a ticketing system for IE data requests and 2) an Intranet where data and analyses could be shared with all staff, faculty, and academic leadership. In the first six months we received 176 tickets, and Intranet views went from 14/day to 137/day.

Marriott Pavilion

Classroom 3

A Detailed Look at FLCC's Learning Framework

Jacob Amidon, Finger Lakes Community College

Debora Ortloff, Finger Lakes Community College

From Fall 2013 until Fall 2016, the curriculum and assessment processes at FLCC underwent a significant reform effort that subsumed SUNY and Middle States requirements under a new set of Institutional Learning Outcomes. We will go through all aspects of the framework and share the policies and processes that were developed to support the implementation of the changes.

Marriott Pavilion

Classroom 4

Lunch - Post Road Brew House Restaurant

12:00 - 1:30 PM

Concurrent Sessions 2

1:45 - 2:30 PM

Academic Integrity Issues in Higher Education and Best Practices that Help Reduce Academic Dishonesty

*Marriott Pavilion
Classroom 1*

Timothy Raynor, University of Bridgeport

I would like to address Academic Integrity issues (cheating) that occur in higher education and facilitate a discussion about some of the best practices that help reduce both online and on-ground cheating. My primary research studied the difference of perceptions, beliefs as well as level of enforcement of the institution's Honor Code/Code of Conduct between full-time and part-time College of Business faculty at a private mid-Atlantic university. The objective was to develop a better understanding of faculty perceptions, faculty beliefs, and factors that influence faculty behavior to either take action or inaction with regards to the institution's Academic Integrity policies. The research examined material on academic integrity/honor codes in higher education, faculty enforcement of honor codes, faculty perceptions of honor codes, perceptions of full-time vs. part-time faculty of the higher education experience, higher education leadership, honor codes in business degree programs, student course evaluations, faculty reactions to student course evaluations as well as best practices that help reduce academic dishonesty. The research study concluded that an overwhelming majority of full-time and part-time faculty at the College of Business did not ignore academic dishonesty and enforced the University's honor code. Furthermore, the research determined that in general full-time and part-time faculty perceptions regarding Academic Integrity were similar.

Not Just a Number: Listening to Our Learners to Improve Assessment Results

*Marriott Pavilion
Classroom 2*

Brook Stowe, ASA College

Behind the hard numbers of student learning assessment lie the soft skills needed to create an optimal environment for student learning and success. This presentation examines student learning assessment from a holistic standpoint, exploring how not only the content of assessment instruments, but also their placement within the overall environment of a course impacts the success of the outcome and the overall student learning experience.

An Institutional Effectiveness Main Course: Master Course Schedule Assessment

*Marriott Pavilion
Classroom 3*

Lisa Hunter, SUNY Fredonia

A significant amount of time is spent on preparing the course schedule and subsequent registration activity, yet it is rare to use master course schedule analyses as evidence of institutional effectiveness and continuous improvement. In this session, participants will explore models of course scheduling and analyses. Use of course scheduling analytics to inform key institutional decisions will be discussed.

Finish Your First Course, Stay for Dessert: Designing and Assessing a First-Semester Online Course Experience for Degree Completers

*Marriott Pavilion
Classroom 4*

Heidi Baez, CUNY School of Professional Studies

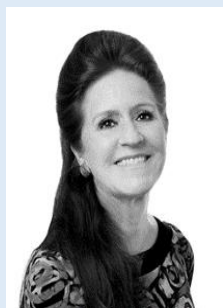
Jennifer Sparrow, CUNY School of Professional Studies

With attrition being predicted by the withdrawal from courses during the first semester of matriculation, at The CUNY School of Professional Studies we sought to improve student retention through the redesign of gateway-to-the-major courses. From identifying the courses, to drafting online course design best practices, to working with institutional research to evaluate the project, this presentation will show the process that the academic team followed in the pilot phase of implementation as well as the assessment pieces, from which we have observed preliminary positive outcomes.

Workshop

Real-time Student Assessment: Achieving a Master Chef-like Commitment to Enrolled Students' Equitable Success

Dr. Peggy Maki, Assessment Consultant and Author



Similar to the continuous and nested set of observations and nimble responses that characterize how a master chef achieves or reinvents a high-quality dish, this workshop identifies the continuous and nested set of educator observations and nimble responses necessary to achieve a commitment to enrolled students' equitable progress toward achieving a high-quality degree. Initially making the case for why real-time student assessment is now necessary in higher education, this workshop identifies:

1. the canvas of shared learner-centered commitments that supports real-time assessment;
2. the principles and processes that underlie continuous reporting and acting on assessment results; and
3. developments in technology that provide on-time access to and visual representation of students' semester-by-semester assessment results to gauge students' progress along their educational pathway.

In small and large group discussions participants will explore how they might reinvent or refine their current assessment commitment, drawing on these commitments, principles, processes, technological developments and drawing from several case studies that illustrate various ways in which institutions and programs are developing or have developed a commitment to real-time student assessment (RTSA). Requiring nimble responses, this commitment prioritizes the on-time use of assessment results for currently enrolled students compared with the more common practice of using results to improve future students' performance.

2:45 - 4:15 PM

*Conrad Hilton Library
Danny Kaye Theatre*

Welcome to the CIA Cocktail Reception

4:30 - 5:30 PM

*Marriott Pavilion
First Floor*

Complimentary Tours of CIA

Tours last 30-45 minutes

5:45 PM

*Marriott Pavilion
Lower Lobby*

Thursday, April 6th, 2017

Start Your Day

Registration Opens
Continental Breakfast

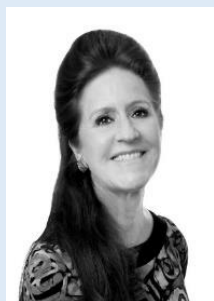
8:30 - 9:30 AM

*Marriott Pavilion
Lower Level*

Keynote Address

Efforts Beyond the Recipe Itself

Dr. Peggy Maki, Assessment Consultant and Author



Gone are standards 7 and 14, the somewhat separate tastes of sweetness (at least to assessment professionals) between dry layers in the old Standards. Both the 2014 Standards of Accreditation and the new process changes expect assessment results and related institutional priorities to be spread across the seven Standards and the 8-year accreditation cycle. How much of each ingredient is enough? How can we tell if our results and subsequent decision-making are fully baked? How would we know if we are laying it on too thick? This keynote will bring the audience up-to-date on the new Standards for Accreditation, process changes, and Middle States' expectations for the use of assessment results in institutional improvement efforts.

9:30 - 10:45 AM

*Marriott Pavilion
Theatre*

Concurrent Sessions 3

11:00 - 11:45 AM

The State of Affairs of Assessment in Higher Education - Results from a National Survey

*Marriott Pavilion
Classroom 1*

Dara Wexler, TaskStream-Tk20

Matthew Gulliford, TaskStream-Tk20

Join us for an interactive discussion on Taskstream-Tk20's recent research into the "state of affairs" of assessment in higher education. Through focus groups, interviews, and an online survey, the research explored perceptions among faculty, institutional leaders, and assessment professionals about various assessment topics, such as the nature and perceived value of assessment, terminology in the field, and technology to support the work. During this session, we will share findings from our national online survey, which received over 1,000 responses from institutional leaders, assessment professionals, and faculty members at institutions of all types and sizes across the United States. With this presentation, we aim to provide insight into how survey respondents perceive their personal experience with assessment and how this relates to their involvement in assessment, views on its importance, and their specific needs for professional development to advance assessment efforts on campus. We will also highlight the impact that these findings have on how assessment is being managed at various campuses and share examples of how technology can support this work.

"Eat Your Veggies: The Mechanics of Assessment" Mercy College Information Literacy Assessment: Staples of Assessment

*Marriott Pavilion
Classroom 2*

Judith Liebman, Mercy College

Susan Waddington, Mercy College

Faculty at Mercy College have been engaged in the assessment of students' knowledge of information literacy since 2012. This presentation will detail the history of these efforts. The components of the process that have remained constant throughout the evolution of the work are discussed. Incorporating principals of good practice and focusing on improving instructional practices has contributed to meaningful assessment and sustainability. Participants will learn about our process and take away ideas that may be useful in implementing meaningful assessment at their own institutions.

Developing Assessment Practices for Administrative, Educational, and Student Support (AES) Units

*Marriott Pavilion
Classroom 3*

Marjorie Dorimé-Williams, Borough of Manhattan Community College

Erika Carlson, Borough of Manhattan Community College

The Middle States Commission on Higher Education now requires that student learning and the environment that supports student learning are assessed. Many institutions struggle to develop appropriate assessment methodologies for Administrative, Educational, and Support (AES) Units. This session will focus on development of mission, goals, and student learning outcomes and support outcomes for AES units. It will highlight the importance of assessing AES units, how to choose appropriate assessment methods, and making use of results.

Pot Luck: Creating and Designing Research Assignments for Open Educational Resources to Pass Along and Share

*Marriott Pavilion
Classroom 4*

Alexandra Rojas, LaGuardia Community College

Dianne Gordon Conyers, LaGuardia Community College

Exploring Pot Luck, with the leadership of faculty librarians at LaGuardia Community College as facilitators, faculty across discipline designed and developed research assignments that incorporate information literacy and learn strategies that impact creating assignments, and the principles behind Open Education Resources (OER). Attendees will explore skill-building strategies to develop informational research assignments that aim to impact learning outcomes and to be shared with colleagues at their institutions – a recipe for sustainable assignments and assessment.

ANNY Business Lunch – Ristorante Caterina de' Medici

12:00 - 1:30 PM

Concurrent Sessions 4

1:45 - 2:30 PM

Strategies for Assessing Online Learning

Kim Scalzo, SUNY System Administration

Kristyn Muller, SUNY System Administration

Online learning is developing quickly on many campuses as a way to attract new students and improve time-to-degree for current students. Unfortunately, assessment strategies are not always considered when expanding online offerings. This presentation will help you determine the effectiveness of your institution's online learning assessment methods and discuss ways to improve.

*Marriott Pavilion
Classroom 1*

Making General Education Assessment Palatable: Ingredients for a Healthy General Education Assessment Process

Leah Bradley, Rochester Institute of Technology

Elizabeth Hane, Rochester Institute of Technology

David Martins, Rochester Institute of Technology

This presentation covers the components (ingredients) we believe make for a healthy and functioning general education assessment process, including: a comprehensive assessment plan, practices for engaging faculty, and an infrastructure for data collection and consistent communication. Emphasis will be placed on what can be done to make these necessary "ingredients" more palatable for all involved.

*Marriott Pavilion
Classroom 2*

Bringing Student Voices to the Table: Collaborating on Assessment with Our Most Important Stakeholder

Ann Damiano, Lebanon Valley College

Students are asked on countless surveys to share their perceptions and opinions, but they are rarely invited to the table when it comes to interpreting assessment results. This presentation will specifically describe how Lebanon Valley College has included students in assessment processes and what we have learned from doing so. Participants will be given concrete strategies for how they might involve students on their own campuses.

*Marriott Pavilion
Classroom 3*

Improving Institutional Effectiveness -- Actionable Information Makes All the Difference

Judith Stoddard, Marist College

This presentation will show some of our findings that revealed opportunities for changes that could be made. In some of our programs, we realized we were losing students as freshmen, in others we were losing them later on in the program. This gave the Deans useful information, which they used to make a variety of changes in different programs. The overall results for the college was that we were able to raise our six-year graduation rate by five percentage points from 78% to 83% over a period of a couple of years!

*Marriott Pavilion
Classroom 4*

Concurrent Sessions 5

2:45 - 3:30 PM

Too Few Cooks in the Kitchen: Getting Reluctant Faculty Engaged and Invested in Assessment

Catherine Ganze-Smith, Monroe Community College

Rebecca Horwitz, Monroe Community College

What do you do when your colleagues in the English department argue that the Humanities cannot be assessed? What if your fellow professors in the Social Sciences make compelling arguments about why assessment results are not valid? You need practical solutions designed to engage all faculty, from the greenest adjunct to the saltiest full professor. In this presentation, we will address myths, fears, and misconceptions about assessment and provide practical, low-tech, and faculty-driven solutions that will lead to assessment projects that are streamlined, meaningful, and inclusive.

*Marriott Pavilion
Classroom 1*

Low-Impact Assessment in Laboratory Courses

Fabio Escobar, Erie Community College

Marriott Pavilion

Classroom 2

An assessment model for laboratory courses in a community college setting is demonstrated. The model builds a 4-level rubric from course learning outcomes in institutionally-approved course outlines and delivers a ready-made assessment instrument to lab instructors that eliminates most of the clerical and administrative workload from the instructor and places it on the administrative side (in this case on the Office of Institutional Research, Assessment, Accreditation, and Planning).

Harvesting Ideas from the Field of Evaluation Research

Edith Cook, Seton Hall University

Marriott Pavilion

Classroom 3

The field of evaluation utilizes a diversity of methods for measuring student learning, curricular innovation, and program effectiveness. In addition, evaluation research practice offers faculty, students, and assessment professionals the opportunity to consider new approaches for involving stakeholders in the process of evaluation and assessment. This talk will briefly cover the difference between experimental, non-experimental, and quasi-experimental designs, then highlight and provide examples of the following common evaluation approaches: process evaluation, outcomes evaluation, utilization-focused evaluation, empowerment and participatory evaluation, action research, performance evaluation, and appreciative inquiry. Specific evaluation tools such as logic model construction for the explication of program goals, objectives, and assessment measures will be shared with examples from assessment projects involving "campus climate" and college student learning and engagement in and outside the classroom. Handouts of evaluation methods and approach descriptions, logic model case studies, and an outline of the American Evaluation Association Guiding Principles will be distributed to interested participants.

SLO 101: Practical Guide for Student Affairs Assessment

Nasrin Fatima, Binghamton University

Marriott Pavilion

Classroom 4

In the past, student affairs educators based their assessments upon benchmarks and student satisfaction mostly. Recently higher education institutions are under significant pressure to demonstrate the quality and the impacts that programs and services have upon student learning and development. For some SA professionals, SLO assessment seems an onerous task. This presentation will provide simple and practical guidelines how to develop assessment plan that includes learning outcomes in SA.

Concurrent Sessions 6

3:45 - 4:30 PM

Crafting your Signature Dish: Creating Institutional Learning Outcomes to Represent your Institution.

Lauren Tacke-Cushing, Suffolk County Community College

Helen Wittmann, Suffolk County Community College

Courtney Brewer, Suffolk County Community College

Marriott Pavilion

Classroom 1

Creating effective, meaningful institutional learning outcomes that represent the mission of the institution and relate to degree/program outcomes is vital. Everyone wants to bring their own special ingredients to the recipe when it comes to creating ILOs, but over-spicing the dish can ruin the flavor. This workshop will explore one institution's experience with creating (and recreating) ILOs that work.

Assessing the Assessment of Program Learning Outcomes: A SCOA Rubric

Kenneth Kallio, SUNY Geneseo

Janice Grackin, SUNY Geneseo

Marriott Pavilion

Classroom 2

The SUNY Council on Assessment (SCOA) has designed a meta-assessment rubric to guide academic programs in assessing and improving their assessment program. The rubric identifies eight distinct aspects of program learning outcomes (PLO) assessment. Each one can be rated on a four-point scale that ranges from Not Evident to Emerging to Proficient to Mature. The presentation will provide an overview of the latest version of the rubric with the aim of soliciting feedback for further improvement of the tool.

Homer Simpson's Guide to Assessment Training: Strategies for Engagement

Carol Van Der Karr, SUNY Cortland

Marriott Pavilion

Classroom 3

Through the wisdom of Homer Simpson, this session will explore strategies to make professional development about assessment more meaningful, engaging and even enjoyable. In trying to increase assessment knowledge and skills, professional development initiatives can sometimes be overwhelming, leaving participants uninspired or intimidated. We will discuss ways to make assessment meetings, workshops and resources more inclusive, engaging and effective for all involved--including novices, experts, skeptics and facilitators.

Complex Skills and Flavors: Lessons for Assessment from the World of Beer Evaluation

Craig Pepin, Champlain College

Hutch Kugeman, Culinary Institute of America

Marriott Pavilion

Classroom 4

Higher-order skills like integrative thinking, creativity, and lifelong learning are central to college education, but assessing these skills remains very challenging. Evaluating beer shares some intriguing similarities with such assessment: Both involve complex factors that can merge or overlap, and both are very difficult to quantify and require trained judgment. We will explore the potential lessons of beer evaluation for assessment through discussion and "hands-on" beer evaluation.

Complimentary Tours of CIA

Tours last 30-45 minutes

4:45 PM

Marriott Pavilion

Lower Lobby

Friday, April 7th, 2017

Start Your Day

Registration Opens

Continental Breakfast

8:30 - 9:30 AM

Marriott Pavilion

Lower Level

Concurrent Sessions 7

9:30 - 10:15 PM

Promoting and Assessing the Development of Data Analysis Skills Using Targeted Teaching Interventions in Undergraduate Science Courses

Timothy Leslie, LIU Brooklyn

Ana Porzecanski, American Museum of Natural History

Adriana Bravo, American Museum of Natural History

Marriott Pavilion

Classroom 1

Professionals with strong quantitative and analytical skills are essential to understanding and responding to current environmental challenges. We conducted a study to promote and evaluate the development of data analysis (DA) skills in undergraduate students through targeted interventions in science courses. We developed materials to promote practice and instruction, and assess four core DA dimensions: the ability to make appropriate calculations, convert data to graphical representations, interpret graphical or mathematical information, and draw conclusions based on the analysis of data. We integrated two exercises as pre/post assessment tools, flanking differentiated teaching interventions, into selected science courses and used a standardized rubric to measure students' performance level. We found that students improved their DA skills in a single semester, but the level of improvement varied across skill dimensions. Students struggled with dimensions that require higher levels of thinking such as data interpretation and drawing conclusions. The use of additional exercises targeting these dimensions and alternative practices might enhance gains. Importantly, students also gained content knowledge while developing skills, and demonstrated an increase in self-confidence with their DA skills. Our approach and open-access materials can be integrated into existing courses to develop and assess data skills in undergraduate learners. The development of these teaching modules and how to access them through *Lessons in Conservation*, the official journal of the Network of Conservation Educators and Practitioners (NCEP), will also be discussed.

Using Technology to Assess Institutional Learning Outcomes

Raymond Galinski, Lehman College

Ian Beckford, Queensborough Community College

Assessing institutional learning outcomes (ILOs) is among the biggest assessment-related challenges facing colleges and universities. ILOs, or General Education outcomes, as they are often referred to, frequently do not fit nicely into the portfolios of any one department or program, thus, it is not always apparent who has responsibility for ensuring that they are being met. This presentation will explain how two colleges within the City University of New York have leveraged technology to assess the ILOs within their institutions. Some of the struggles they experienced developing and assessing their outcomes, as well as some of lessons they learned along the way will be shared with participants. Attendees are encouraged to share experiences from their own institutions.

Marriott Pavilion

Classroom 2

West Point's Approach to Developing and Sustaining Effective Shared Governance

Gerald Koblyski, West Point

Robert McLaughlin, West Point

Many institutions struggle with shared governance effectiveness. Although these institutions have different reasons for this, common themes emerge that include an understanding of shared governance that is embraced by all stakeholders; defined roles and responsibilities; integration of governance efforts with strategic planning and assessment; and how structures integrate and communicate with each other. This presentation will focus on how West Point has addressed these themes.

Marriott Pavilion

Classroom 3

Tired of the Same Old Meal (Assessment Cycle)?

Anne Love, Wagner College

Tired of the same old meal (assessment cycle)? It is not enough to prepare raw data and turn it into a report! How does the data get chewed on and digested? What conversations are held around the dinner (conference) table after the meal (report)? How much of the meal (information) is absorbed and used for future action, and how much is discarded or forgotten? This interactive poster will encourage conference participants to take an artisanal approach to data analysis and dissemination by looking at the assessment process in smaller batches to see where they can increase the digestion and absorption of data, and increase the use of that information for making improvements to our educational practices.

Marriott Pavilion

Classroom 4

Concurrent Sessions 8

10:30 - 11:15 AM

Moving Toward an Inquiry-Based Model of Assessment

Andrea Barra, LIU Brooklyn

Lorraine Cicero, LIU Brooklyn

At LIU Brooklyn, the Outcomes Assessment team is in the middle of a process of changing to an inquiry-based model of assessment, which takes faculty expertise and genuine experience as the centerpiece of assessment practice. This model likens assessment to a classic research question; what is the problem or issue facing students in a particular program, how will faculty investigate that problem, and what changes will be implemented as a result of the data gathered? It allows faculty to deeply engage with a question that is relevant and pressing to them and authentically create solutions to improve student performance. Faculty think deeply about who their students are and what kinds of graduates/professionals they want them to be. What skills and knowledge are fundamental to create those graduates and how will we move students forward to achieve those goals? Change and reassessment are the cornerstone of this model, encouraging holistic program improvement rather than isolated course or teaching variations. This presentation will outline the impetus for this change as well as steps that were taken to move the campus in an inquiry-based direction. The benefits and challenges of such a transition will be discussed, as well as the practicalities of adopting the model.

Marriott Pavilion

Classroom 1

A Simple Recipe for Gathering Course- and Program-Level Data

Kevin Hemberg, Dominican College

Marriott Pavilion

Classroom 2

This session explores a straightforward instrument-based on commonplace technology, which serves as the cornerstone of our Embedded Assessment Project, plays a key role in our General Education Program assessment by gathering student performance data; encouraging faculty to close the loop in their courses; and helping with curricular mapping for planning course development in our large, multi-disciplinary program. It could be adapted to a variety of programs and contexts, large and small.

A 4-Star Plate Equals 4-Star Assessment

Scott Swartz, Culinary Institute of America

Marriott Pavilion

Classroom 3

Comparing the creation of a great dish of food to the creation of great assessment. We all love food, and some are food obsessed. This is a great unifying ideal and one to gather and keep people's attention. If we discuss assessment, not as a list of charts and facts but as a dish created and consumed, perhaps it can keep our attention. Our goal is to create a perfect plate. Perfection is not possible, so assessment helps us to create excellence in our teaching and our students' outcomes.

Systematic Assessment of Student Learning Outside the Classroom: Clinical, Internship, Practicum, Capstone and Fieldwork Setting

Lisa Aymong, Suffolk County Community College

Cheryl Shaffer, Suffolk County Community College

Jill Thornton, Suffolk County Community College

Marriott Pavilion

Classroom 4

Assessment of student learning to demonstrate achievement of educational goals in a program of study that brings the student outside of the classroom may be challenging. Traditional assessment measures in a classroom setting do not always translate to clinical, internships, practicums or fieldwork. Development of a rubric or scoring tool to evaluate a given outcome are not always explicit to students and faculty. Without explicit performance criteria measures, students are ill-informed of learning expectations and may be unable to link the classroom content with relevant off-campus educational experiences. This presentation will explore the use of rubrics and demonstrate how to employ multipurpose scoring guides in assessing application of knowledge in a performance setting. Audience will participate in a hands-on activity exploring the use of rubrics for assessment.

Closing Keynote Address

11:30 AM - 12:45 PM

The Frosting on the Cake: The Value of Spreading Assessment Across the New Standards

Dr. Ellie Fogarty, Vice President, Middle States Commission on Higher Education



Gone are standards 7 and 14, the somewhat separate tastes of sweetness (at least to assessment professionals) between dry layers in the old Standards. Both the 2014 Standards of Accreditation and the new process changes expect assessment results and related institutional priorities to be spread across the seven Standards and the 8-year accreditation cycle. How much of each ingredient is enough? How can we tell if our results and subsequent decision-making are fully baked? How would we know if we are laying it on too thick? This keynote will bring the audience up-to-date on the new Standards for Accreditation, process changes, and Middle States' expectations for the use of assessment results in institutional improvement efforts.

Lunch – To Go

12:45 PM

Marriott Pavilion, Lower Lobby

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ANNY's 5th Annual Conference - Schedule at a Glance

April 5-7, 2017 Co-Hosted by the Culinary Institute of America

Wednesday, April 5th

8:30 AM - 9:30 AM	Conference Registration & Continental Breakfast - Marriott Pavilion - Lower Lobby			
9:30 AM - 10:45 AM	Welcome and Opening Plenary - Marriott Pavilion - Theatre <i>"Mixing It All Together: Recipes for Inclusion"</i> Dr. Natasha Jankowski - Director of the National Institute for Learning Outcomes Assessment (NILOA) and Research Assistant Professor at the University of Illinois Urbana-Champaign			
	Classroom 1	Classroom 2	Classroom 3	Classroom 4
11:00 AM - 11:45 AM	Picking the Low Hanging Fruit: A Holistic Approach to Leveraging Institutional Effectiveness and Predictive Analytics to Improve Retention and Student Satisfaction (Doellefeld & Wood)	No Session in Classroom 2 at this Time	Using an Intranet and Ticketing System to Build a Sustainable Data-Driven Culture (Shafto & Hyndman)	A Detailed Look at FLCC's Learning Framework (Amidon & Orloff)
12:00 PM - 1:30 PM	Lunch - Post Road Brew House Restaurant			
1:45 PM - 2:30 PM	Academic Integrity Issues in Higher Education and Best Practices that Help Reduce Academic Dishonesty (Raynor)	Not Just a Number: Listening to Our Learners to Improve Assessment Results (Stowe)	An Institutional Effectiveness Main Course: Master Course Schedule Assessment (Hunter)	Finish Your First Course, Stay for Dessert: Designing and Assessing a First Semester Online Course Experience for Degree Completers (Baez & Sparrow)
2:45 PM - 4:15 PM	Workshop - Conrad Hilton Library - Danny Kaye Theatre <i>"Real-time Student Assessment: Achieving a Master Chef-like Commitment to Enrolled Students' Equitable Success"</i> Dr. Peggy Maki - Higher Education Consultant			
4:30 PM - 5:30 PM	Cocktail Reception - Marriott Pavilion			
5:45 PM	Complementary CIA Tour - Marriott Pavilion Lower Lobby			
	Dinner on Your Own			

Thursday, April 6th

8:30 AM - 9:30 AM	Conference Registration & Continental Breakfast - Marriott Pavilion - Lower Lobby			
9:30 AM - 10:45 AM	Opening Keynote Address - Marriott Pavilion - Theatre <i>"Efforts Beyond the Recipe Itself"</i> Dr. Peggy Maki, Higher Education Consultant			
	Classroom 1	Classroom 2	Classroom 3	Classroom 4
11:00 AM - 11:45 AM	The State of Affairs of Assessment in Higher Education - Results from a National SurveyTaskstream (Wexler & Gulliford)	"Eat Your Veggies: The Mechanics of Assessment" Mercy College Information Literacy Assessment: Staples of Assessment (Liebman & Waddington)	Developing Assessment Practices for Administrative, Educational, and Student Support (AES) Units (Dorime-Williams & Carlson)	Pot Luck: Creating and Designing Research Assignments for Open Educational Resources to Pass Along and Share (Rojas & Conyers)
12:00 PM - 1:30 PM	Business Lunch - Caterina de' Medici Restaurant			
1:45 PM - 2:30 PM	Strategies for Assessing Online Learning (Scalzo & Muller)	Making General Education Assessment Palatable: Ingredients for a Healthy General Education Assessment Process (Bradley, Hane, & Martins)	Bringing Student Voices to the Table: Collaborating on Assessment with Our Most Important Stakeholder (Damiano)	Improving Institutional Effectiveness: Actionable Information Makes All The Difference (Stoddard)
2:45 PM - 3:30 PM	Too Few Cooks in the Kitchen: Getting Reluctant Faculty Engaged and Invested in Assessment (Ganze-Smith & Horwitz)	Low-Impact Assessment in Laboratory Courses (Escobar)	Harvesting Ideas from the Field of Evaluation Research (Cook)	SLO 101: Practical Guide for Student Affairs Assessment (Fatima)
3:45 PM - 4:30 PM	Crafting Your Signature Dish: Creating Institutional Learning Outcomes to Represent your Institution (Tacke-Cushing, Wittmann, & Brewer)	Assessing the Assessment of Program Learning Outcomes: A SCOA Rubric (Kallio & Grackin)	Homer Simpson's Guide to Assessment Training: Strategies for Engagement (Van Der Karr)	Complex Skills and Flavors: Lessons for Assessment from the World of Beer Evaluation (Pepin & Kugeman)
4:45 PM	Complementary CIA Tour - Marriott Pavilion Lower Lobby			
	Dinner on Your Own			

Friday, April 7th

8:30 AM - 9:30 AM	Conference Registration & Continental Breakfast - Marriott Pavilion - Lower Lobby			
	Classroom 1	Classroom 2	Classroom 3	Classroom 4
9:30 AM - 10:15 AM	Promoting and Assessing the Development of Data Analysis Skills Using Targeted Teaching Interventions in Undergraduate Science Courses (Leslie, Porzencanski, & Bravo)	Using Technology to Assess Institutional Learning Outcomes (Galinski & Beckford)	West Point's Approach to Developing and Sustaining Effective Shared Governance (Kobylski & McLoughlin)	Tired of the Same Old Meal (Assessment Cycle)? (Love)
10:30 AM - 11:15 AM	Moving Toward an Inquiry-Based Model of Assessment (Barra & Cicero)	A Simple Recipe for Gathering Course- and Program-Level Data (Hermberg)	A 4-Star Plate Equals 4-Star Assessment (Swartz)	Systematic Assessment of Student Learning Outside the Classroom: Clinical, Internship, Practicum, Capstone and Fieldwork Setting (Aymong, Shaffer, & Thornton)
11:30 AM - 12:45 PM	Closing Keynote Address - Marriott Pavilion - Theatre <i>"The Frosting on the Cake: the Value of Spreading Assessment Across the New Standards"</i> Dr. Ellie Fogarty, Vice President, Middle States Commission on Higher Education			
	Lunch To Go - Marriott Pavilion - Lower Lobby			