

The Heart of Healthy Assessment: Cultivating Assessment Literacy



Assessment Network of New York
6th Annual Conference
Syracuse, NY
April 18-20, 2018



Center for Assessment and Research Studies

Welcome to ANNY's Sixth Annual Conference!



Welcome to Syracuse! Thank you for joining us at ANNY's 6th Annual Conference at the Embassy Suites Syracuse. With a conference theme of ***"The Heart of Healthy Assessment: Cultivating Assessment Literacy,"*** 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 develop relationships with new colleagues, sponsors, and an exciting group of assessment experts. We are very excited to have **Dr. Robert Aaron, Dr. Tom Angelo, and Dr. Allen Richman** delivering keynote addresses. We hope you are equally excited to see their presentations. There are also thirty different concurrent sessions to choose from that will get you excited and energized about the assessment of student learning and institutional effectiveness on your campus. 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 **ANNY Cocktail** on Wednesday afternoon. As well, unlike years past, we are located at a hotel this year and are sure you will take advantage of the opportunity to network outside of the conference structure. While at the conference, follow your ANNY colleagues via Twitter and tweet your insights! **@assessny #ANNY18** 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. We also invite you to attend our information session on Thursday, April 19 at 4:30 PM in Onondaga 1.

Acknowledgements

The Board of Directors would like to thank our host hotel, Embassy Suites Syracuse. The Conference Co-Chairs, Jake Amidon and Andrea Barra, would also like to acknowledge the assistance of colleagues from their home campuses. A special thank you to our sponsors, Watermark and the James Madison University Center for Assessment & Research Studies, 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.

2017-18 ANNY Board of Directors

President: Karen Moronski-Chapman, Daemen College

Vice President: Andrea Barra, Georgia College & State University

Treasurer: Donald Sutherland, Lehman College, CUNY

Secretary: Kathleen Landy, Queensborough Community College, CUNY

At-Large Members:

Jacob Amidon, Finger Lakes Community College

Betsy Carroll, Culinary Institute of America

Nancy DeRiggi, Pace University

Maria Hopkins, Nazareth College

Robert Karp, SUNY Plattsburgh

David McCue, Culinary Institute of America

Karen O'Quin, Buffalo State College, SUNY

Ex Officio Member: Deborah Moeckel, SUNY System Administration

Wednesday, April 18th, 2018

Start Your Day

Registration

Continental Breakfast

8:30 - 9:30 AM

Pavilion

Welcome and Keynote Address

9:30 – 11:00 AM

Co-Curricular Assessment: Easing the Heartburn

Onondaga Ballroom

Dr. Robert W. Aaron, Executive Director of Student Affairs Assessment and Planning, Northwestern University



Ongoing assessment of out-of-class experiences can be unclear, elusive, or even appear unnecessary to many in higher education. However, in a world of increasing accountability, it is essential for faculty and administrators to understand and leverage the benefits of co-curricular educational experiences. This session will present co-curricular assessment as a way to develop deeper understanding of students' out-of-class learning experiences. The speaker will discuss the benefits and challenges of conducting assessment of the co-curriculum, the process of developing co-curricular outcomes and mapping them with larger institutional learning domains, and the importance of using results of co-curricular assessment for continuous improvement of the out-of-class learning environment.

Welcome by Karen Moronski-Chapman, Daemon College – President, ANNY Board of Directors

Concurrent Sessions 1

11:15 AM – 12:00 PM

Developing Unit Level Assessment Metrics to Drive Departmental and Institutional Planning and Effectiveness

Onondaga 1

Nasrin Fatima, Binghamton University

This presentation will focus on how Binghamton University has established an integrated data collection and tracking process that is designed to collect data on key performance indicators at the department, division, and institutional levels to support strategic planning process and outcomes. The presenters will provide specific examples of how Binghamton University has shared this data with relevant stakeholders and used them to inform planning and to improve institutional effectiveness.

Assessing Our Assessment: Findings and Lessons Learned Three Years Later

Onondaga 2

Victoria Ferrara, Mercy College

Mercy College has learned quite a bit about the process used to measure educational effectiveness and the quality of their assessment work. This session will engage participants in a discussion about how the institution used assessment findings to improve faculty development opportunities, faculty assessment activities, and the institution's assessment process.

Creating Updated Assessment Methods at Campuses with Established Assessment Systems

Onondaga 3

Dawne Bost, Life Chiropractic College West

Lynn Rathbun, Life Chiropractic College West

This workshop addresses the means by which Assessment Coordinators and Directors can work with faculty and administration to modernize an aging assessment system and locate remedies for systems established without full understanding of assessment processes and the needs of the campus.

Lunch

12:30 - 1:30 PM

Onondaga Ballroom

Concurrent Sessions 2

1:45 - 2:30 PM

A Novel Approach to Qualitative Data Collection: The Role of Reflection in the Quality of Annual Reports

Onondaga 1

Bryan Dowling, Borough of Manhattan Community College, CUNY

Erika Carlson, Borough of Manhattan Community College, CUNY

Using qualitative research methods to gather assessment data is commonplace and technological advances have made this attainable without specialized training. This session will showcase the types of data we are collecting, in particular the Strengths Weaknesses Opportunities and Threats (SWOT) focus groups. These provide uncensored data from within and outside the unit, allowing for self-reflection in the review process. This novel approach has had a major impact on the quality of reporting.

Managing Multiple Digital Systems Implementation and Training

Onondaga 2

Lynn Rathbun, Life Chiropractic College West

In AY 2017-18 Life Chiropractic College West performed a digital systems inventory and developed a systems integration plan in prior to implementation of Taskstream, new assessment processes, increased use of Canvas and conversion to a new scheduling and calendaring system. The poster presentation maps the project and organizational change management used to identify challenges and best practices of integration, implementation and training for these digital systems and campus wide changes.

If We Build It, Will They Come?

Onondaga 3

Leah Bradley, Rochester Institute of Technology

David Martins, Rochester Institute of Technology

Elizabeth Hane, Rochester Institute of Technology

Well-designed course assignments are essential pedagogical tools that impact the achievement of learning outcomes. When working with faculty, the conversations frequently turn to the alignment between the General Education Student Learning Outcomes and the assignments that provide opportunities for students to practice and demonstrate learning. In order to support faculty, RIT is creating a space for faculty to access and share high quality assignments and best practices in assignment design.

Assessing the Future of Innovative Learning: Simulation-Based Education for Inclusion in Institutional Assessment, Planning, and Effectiveness

Atrium Grille

Priscilla Loanzon, Mount Sinai West

What frameworks and processes can capture opportunities to help rise to and succeed at the next level of bringing creative learning innovations such as simulation-based education (SBE) in the heart of healthy assessment and literacy on institutional planning and effectiveness? The fast growing field of SBE is highly interconnected with students learning in the classroom and industry challenging the community of assessment and evaluation simulation and non-simulation scholars.

Concurrent Sessions 3

2:30 – 3:15 PM

Starting General Education Assessment from Scratch (Even Though We've Been Doing It For Years)

Onondaga 1

Michelle Toth, SUNY Plattsburgh

SUNY Plattsburgh has been assessing its General Education program using a process that was designed 20 years ago. Initiating a new General Education assessment plan this past year has created the opportunity to address gaps in what we had been doing and to add features that we hope will aid in building a broader

culture of assessment and make data and results more accessible and relevant for instructors, departments and the program.

Control and Customization: The Opportunity to Tailor the Learning Experience to Improve Outcomes *Onondaga 2*

James Kyle Page, University of Bridgeport

The purpose of this study was to investigate the traditional approach to teaching graduate accounting with textbook only in comparison to teaching with the use of digital tools. The aim was to introduce students to the use of digital tools and how it could be used to enhance their twenty-first-century skills in preparation for the workplace.

This Rubric, That Rubric: Understanding the Tools Available for Assessing Online Learning *Onondaga 3*

Kristyn Muller, OPEN SUNY

Kim Scalzo, OPEN SUNY

Dan Feinberg, OPEN SUNY

As online learning continues to expand, it is imperative to ensure quality. Fortunately, multiple rubrics now exist to assess the effectiveness of online courses, programs, and support services. The presenters will review these tools, describe ways to use them effectively, and explain how they can be incorporated into existing campus processes such as faculty evaluations, department/program review, and accreditation.

Afternoon Refreshments

3:15 – 3:45 PM

Pavilion

Concurrent Sessions 4

3:45 – 4:30 PM

Assessment of Administrative, Educational, and Support Service Units

Onondaga 1

Erika Carlson, Borough of Manhattan Community College, CUNY

Bryan Dowling, Borough of Manhattan Community College, CUNY

Academic assessment in higher education is not a new concept, but relatively new for administrators. This is the next frontier for Middle States, but it is also an opportunity to provide a better understanding of how the college performs collectively. This program will describe successful implementation of academic, educational, and student support assessment and how building relationships and supporting these units using quantitative and qualitative methods allows them to tell their story.

Measuring Student Learning Gains in Independent Research Experiences in the Sciences Through Reflective Practice and ePortfolios *Onondaga 2*

Kristin Picardo, St. John Fisher College

Students at Fisher can participate in a competitive, 10-week intensive summer research experience mentored by a faculty member in Biology, Chemistry, or Physics. We have learned that the metacognitive practice of prompted reflection and composition of the ePortfolio itself improves students' recognition of their learning gains. The coding of student reflections and SURE III survey data taken together show synergy and agreement pointing to areas of focus for program improvement.

"What We Do Can't Be Assessed": Assessing the Intangibles *Onondaga 3*

Jo-Ellen Asbury, Brooklyn College, CUNY

In a recent commentary in the Chronicle of Higher Education, Shaw (7/27/2017) stressed that we must find a way to assess the 'intangibles,' those not-easily-measured benefits of a college education that we insiders know are real, but skeptics demand evidence of. This proposal focuses on a particular assessment approach that can help us capture and articulate the 'intangibles'.

ANNY Cocktail Reception**5:30 - 6:30 PM***Pavilion***Thursday, April 19th, 2018****Start Your Day**Registration Opens
Continental Breakfast**8:30 - 9:30 AM***Pavilion***Concurrent Sessions 5****9:30 - 10:15 AM****Deeper Learning by Design: Making Courses More Coherent, Connected, and Consequential***Onondaga 1**Tom Angelo, University of North Carolina at Chapel Hill*

While effective teaching is clearly important, good course design may ultimately matter more in promoting high-quality learning. In a well-designed course, even an inexperienced but willing teacher can help average students achieve above-average learning. In a poorly designed course, on the other hand, even experienced, excellent teachers and above-average students struggle simply to survive. Given how much of the curriculum nationally is now taught by part-time faculty, effective course design is more important than ever. This session provides several simple, practical, research-based strategies for designing/ redesigning courses to promote learning outcomes effectively and efficiently.

In the Long Run: Gathering Evidence from Alumni to Improve Your Institution's Educational Impact*Onondaga 2**Charles Blaich, Center of Inquiry and the Higher Education Data Sharing Consortium*
Kathleen Wise, Center of Inquiry and the Higher Education Data Sharing Consortium

The broader student learning outcomes that we seek for students are only realized in the years after they complete their degrees. In this session, we review the results of a national survey project that examined alumni perceptions about the relationship between the educational practices and conditions they had as undergraduates and their post-college intellectual skills. We also consider the quality and utility of this kind of post-graduate survey evidence for institutional assessment.

Concurrent Sessions 6**10:30 - 11:15 AM****Immunization Against the Course Assessment Plague***Onondaga 1**Mary Lou D'Allegro, Paul Smith's College*

Most assessment professionals would be envious of a campus that can honestly boast that all faculty are doing and reporting on assessment. However, little was gained because only the assessment of courses took place. Additionally, the lack of coordination rendered results inconclusive, inconsistent, and often contradictory. This presentation will describe how a campus changed assessment from a useless exercise in futility to a productive and beneficial system of continual improvement.

The College Mission Conundrum: A Case Study of How One Campus Infused the College Mission and Guiding Institutional Philosophy Into the Curriculum and Assessed the Progressive Results*Onondaga 2**Dawne Bost, Life Chiropractic College West*

In 2016, the Life Chiropractic College West Board of Regents mandated that Chiropractic Philosophy be implemented into the full college curriculum. The ways in which the college met this mandate, including curricular changes; professional development; navigation of the Union agreement and assessment of the success of the implementation plan will be presented.

Developing a Shared Language of Assessment: Collaborating Across Disciplines to Understand and Assess Writing, Critical Thinking, and Information Literacy *Onondaga 3*

Carol Van Der Karr, SUNY Cortland

Lauren Stern, SUNY Cortland

Laura Davies, SUNY Cortland

SUNY Cortland is developing an assessment model for writing, critical thinking, and information literacy—three infused competencies of the SUNY General Education program. Representatives from the General Education, Writing, and Instructional Librarians Committees have integrated their professional perspectives into an embedded assessment plan. Attendees will hear about the collaborative development process, and will be asked to provide feedback on the resulting assessment model and rubric.

ANNY Business Lunch

11:45 AM – 1:15 PM

Onondaga Ballroom

Keynote Address

1:30 – 3:00 PM

Doing Assessment As If Learning Matters Most: Seven Practical Guidelines from a Longtime “Insider”

Onondaga Ballroom

Dr. Thomas A. Angelo, University of North Carolina at Chapel Hill



Criticisms of assessment -- some well deserved, some not -- have made headlines again this year. In this highly interactive, hands-on session, we'll consider seven practical guidelines for making assessment more motivating, authentic, valid, sustainable, and effective -- and less onerous and unpopular. Our main focus will be on examples of simple, powerful assessment applications at course and classroom levels to improve student learning and success.

Afternoon Refreshments

3:00 – 3:30 PM

Pavilion

Concurrent Sessions 7

3:30 - 3:45 PM

Integrating Core Sustainability Meta-Competencies in Curriculum Design

Onondaga 1

Paul Bartlett, John Jay College, CUNY

Debra Rowe, president of the U.S. Partnership for Education for Sustainable Development, is known to challenge us to go beyond educating students with conceptual knowledge; to develop student capacities to become agents for systemic change. This means putting into the classroom the subject of values, attitudes, behavior, and ethics. Elly Engle and Peter Buckland have proposed five sustainability meta-competencies for sustainability: system thinking, temporal thinking, interpersonal literacy, ethical literacy and creativity/imagination. For the practitioner, this means how to successfully integrate these proposed meta-competencies into curriculum design with assessment. This presentation will provide examples using guided inquiry with peer to peer learning using team wiki projects and reflection essays using Digication ePortfolio and Blackboard and self-assessment exercises and instruments. We present some interesting

comparisons of the New Ecological Paradigm – Revised instrument metrics before and after the course for the class and for individuals. Use of other quantitative and qualitative instruments will be discussed. A pilot faculty development workshop template for sustainability across the curriculum will also be presented.

Assessment Based Approaches to Improving Writing

Onondaga 2

Debora Ortloff, Finger Lakes Community College

Improving student writing is an area of focus at most colleges. Five years ago FLCC made an institutional commitment to improving writing by setting it as a strategic goal. This move allowed for significant resources to be leveraged towards this effort. In a panel discussion, we will outline our approach from strategic plan goal development through assessment and instructional coaching.

What Doesn't Kill You Makes You Stronger: Establishing Healthy Assessment Habits for 70 Non-Academic Units in One Semester

Onondaga 3

Bradley Fuster, SUNY Buffalo State

Tiffany Fuzak, SUNY Buffalo State

Jonathan Hulbert, SUNY Buffalo State

Is it healthy to build assessment plans for all of your non-academic areas in one semester? We argue it is. Buffalo State stewarded 70 non-academic units through a comprehensive assessment planning process, while establishing a common institutional vocabulary, building a digital repository, linking strategic planning to reporting, and cultivating an assessment community.

Making Our Mark on Assessment: Reflections on How Institutions Are Using Data to Improve Learning

Atrium Grille

Dara Wexler, Watermark

Matthew Gulliford, Watermark

Join us for a special panel session with various Watermark users to learn how they collect data on student learning outcomes, measure the results, and use that data to ultimately improve learning across their campuses. Each speaker will share their approach to assessment, strategies they use to engage faculty, and how Watermark supports the entire process. Further, speakers will share examples of how they've used data to improve learning.

ANNY Information Session (optional)

4:30 – 5:15 PM

Onondaga 1

Are you interested in getting involved with the Assessment Network of New York? We'd love to have you! Join us for an information session to learn what opportunities are available for being an integral part of ANNY and the professional development work we're doing in New York state.

Hotel Cocktail Reception (optional)

5:30 – 6:30 PM

Pavilion

Friday, April 20th, 2018

Start Your Day

Registration Opens

Continental Breakfast

8:30 - 9:30 AM

Pavilion

Concurrent Sessions 8

9:30 - 10:15 PM

Innovative Assessment in Physical Fitness

Onondaga 1

Jason Suby, United States Military Academy

Lynn Fielitz, United States Military Academy

Physical fitness professionals often collect and house large amounts of data in which exist important, but often unknown, relationships and patterns that can be analyzed using a popular computer science based technique called association rule data mining. This presentation will explore the possibilities of using association rule data mining as a predictive model in a physical education assessment setting.

Adding Value to Student Data: A Novel Method of Presenting Career Outcomes

Onondaga 2

Manar Sabry, Binghamton University

Francis Borrego, Binghamton University

Alissa Strong, Binghamton University

We will demonstrate how we used the first-destination survey to tell the story of our graduates. We developed an in-house Career Destinations website to explore the recent outcome data. The website allows users to explore the majors offered by Binghamton University and where the graduates of the program of interest have landed. They can find salary data of Binghamton university graduates. Once a user selects a degree to explore, relevant data is presented in a simple and appealing format.

Assessment of Culture: Lessons from Anthropology

Onondaga 3

Sara Phillips, Cazenovia College

Before an institution can create a culture of assessment, there must be an assessment of culture. Those in charge of assessment and effectiveness efforts can benefit from learning how to be institutional anthropologists, navigating the different cultures of higher education. This presentation discusses how theory and methods from cultural anthropology can help identify and navigate cultural barriers to institutional change, and assist in establishing meaningful, sustainable assessment.

Programmatic Assessment: Improving Institutional Capacity and Generating Enthusiasm

Atrium Grille

Kathleen Landy, Queensborough Community College, CUNY

In this session, participants will explore multiple levers by which institutions can generate enthusiasm for authentic, programmatic assessment. These levers include faculty development, the Scholarship of Teaching and Learning, continuous program improvement, and resource advocacy. By examining these levers in the context of implementing assessment protocols for Queensborough Community College's high-impact practice programs, this session explores ways to promote shared responsibility for assessment while striving for increased comfort and competence with best practices.

Concurrent Sessions 9

10:30 - 11:15 AM

Success Tracking Through Campus Unit and Academic Program Scorecards

Onondaga 1

Jeremy Houska, Centenary University

Centenary University's approach to strategic planning can be described as outcomes-based strategic design (Haney, 2017). Members of the campus community have begun to apply principles of human-centered design (Brown, 2009) to improve the institution's delivery of the student experience. A brief overview of design thinking principles (e.g., empathy, constraints, prototyping) will be provided for context. Coupled with this approach is the focus on specific, novel outcomes and the requisite changes in behavior to achieve them. One prototype born out of this environment was a modified Balanced Scorecard (a la Kaplan & Norton, 1992). The scorecard approach, characterized by its focus on tracking success indicators in several domains (constituent, financial, internal processes, innovation & learning, collaboration & development), has been applied in higher education (e.g., Ballentine & Eckles, 2009). The scorecard framework is general

enough for institution-wide utilization, offers direct linkages to the strategic plan, and promotes a kaizen approach to continuous improvement. Centenary's scorecard prototype will be shared with participants, as well as suggested institutional prerequisites and practical challenges to adoption.

Holistic Assessment of Student Learning: Leveraging Faculty Experience

Onondaga 2

Krista Hanypsiak, University at Buffalo

Lindsey Hallman, University at Buffalo

The University at Buffalo requires all students to complete a first-year seminar. Instructors holistically assess the "body of work" each student has completed against the learning outcomes. By asking faculty to do this at the same time they are submitting final grades, the process becomes a routine end-of-semester task, cultivating them as assessment partners. The end result is a collaborative process with engaged faculty and meaningful data that can support areas for course improvement.

Assessment as Research: Strategic Use of Compelling Questions

Onondaga 3

Javarro Russell, ETS

Our assessment colleagues are often discouraged by the lack of data use from their assessment work. This session asks participants to reconsider their assessment process through a renewed focus on practical research. By brainstorming the compelling questions an institution could ask, and by engaging in targeted data analysis activities, the participants of this session will gain insight into developing assessment processes that address meaning questions about student learning and success.

From Theory to Practice: Testing the Alignment of Course, Program, and Institutional Outcomes

Atrium Grille

Kirk Jones, SUNY Canton

Our institution recently decided to create a seamless connection between our student learning outcomes (SLOs) at the course, program, and institutional levels. Once we completed alignment, the next step was to test our alignment to see if it was accurate. Testing alignment is no easy task. My goal in this presentation is to provide viewers with some tools necessary to not only test alignment, but to steer faculty towards a healthy mindset for testing alignment.

Closing Keynote Address

11:30 AM - 12:45 PM

Moving Beyond the Heart with Healthy Assessment

Onondaga Ballroom

Dr. W. Allen Richman, Senior Director for Research, Middle States Commission on Higher Education



If assessment literacy is the heart of Healthy assessment, where is the brain? This isn't minimizing the importance of the heart, for a strong heart cannot exist alone, and in-turn the body cannot exist without a strong heart. This is simply to acknowledge that these things are all part of a system, and thus changes in one area of the body will impact other areas of the body. In order to be healthy, the entire system needs to function together. This requires messages from assessment, institutional effectiveness, institutional research, and other areas flowing to the brain, being processed, understood, and based upon this understanding, healthy decisions selected.

Lunch – To Go

12:45 PM

Pavilion

ANNY thanks the generous support of our sponsors:

Gold Sponsor



Bronze Sponsor



Center for Assessment and Research Studies



Save the Date!
ANNY's Seventh Annual
Conference

April 10-12, 2019

Saratoga Springs, NY – Embassy Suites by Hilton