Assessment Refocused

Assessment Network of New York
9th Annual Virtual Conference
April 19-20, 2021

Monday, April 19ᵗʰ, 2021

Welcome and Keynote Address

10:00–11:15 AM

Assessment Refocused: Seeking Clarity for Paths Forward

Dr. Natasha Jankowski, Director of Assessment Success for AEFIS

Assessment has long stood for the ongoing improvement of student learning as well as the improvement of programmatic and institutional offerings. Yet in a time of ongoing strife, growing inequities, and a lingering pandemic, upon what should the work of assessment focus? What matters most to the field and how should our work of assessing student learning refocus to chart meaningful paths forward? This keynote will present an overview of possible answers to those questions by examining the processes and practices of assessment that unfolded throughout the pandemic and the foundation to which assessment efforts returned. Together, we will explore what three paths forward might entail, to balance, heal, and ensure that meaning and equity are infused in our work of assessing student learning.

Welcome by Kimberly Yousey-Elsener, SUNY Binghamton – President, ANNY Board of Directors

Concurrent Sessions 1

11:20 AM – 12:20 PM

Assessing Mission in Online Courses

Beginner/Intermediate

Royce Robertson, Le Moyne College

The purpose of this session is to describe the planning, utilization, and evaluation of how components of institutional mission are integrated into the design and development of Jesuit and Ignatian online courses. This project is the result of an active fellowship with the Society for College and University Planning. The presentation will focus on how an institutional mission can be imagined, implemented and assessed, including methodology, data collection, and findings.

Promoting an Effective Practice and Culture of Assessment in Times of Crisis

Beginner/Intermediate

Kathleen Landy, Cornell University
James Whalley, Cornell University

Leveraging a brief case study and participants' reflection on their own institutional context, this interactive session will explore the practical and cultural factors associated with designing and delivering faculty development programming in support of meaningful assessment practice during times of crisis. Specifically, participants will consider the impact of Covid and civil unrest on our collective efforts to assess student learning.

Lessons Learned: Curriculum Map as an Assessment Tool

Beginner/Intermediate

Paul Antonellis, Endicott College

Participants will learn about the steps taken to use curriculum mapping as an assessment tool, what worked well, challenges encountered, and recommendations going forward. Curriculum mapping allows the Department to identify the courses and the assignments that will ensure that the students are receiving the content that meet the identified outcome.

Concurrent Sessions 2   1:45 - 2:45 PM

Learning, Limited: How Bad Faith Assessment Allowed Private Industry to Lower Educational Achievement and Increase Inequality in America
Beginner/Intermediate

Michael Seelig, CUNY, Medgar Evers College

Assessment drives outcomes, but it can also limit learning to focus on that which is easily measured. Good faith efforts have prevented assessment from being misused in Higher Education but K12 has not been so lucky and offers a cautionary tale of how private business exploits this tension in an effort to exert social control while raking in billions in profits. This presentation presents a historical review of key changes in public policy that have enabled this behavior and how to fix it.

Building a Better Post-Pandemic Future by Rethinking the Use of Traditional Assessment Tools
Advanced

Zoraya Cruz-Bonilla, Binghamton University
Kimberly Yousey-Elsener, Binghamton University
Renae Barber, Binghamton University

Following the onset of COVID-19, the office of student affairs assessment was called upon to assist Binghamton University in implementing surveillance testing. This presentation touches upon how the office adapted to maximize the utility of existing assessment tools and skill sets in order to help keep our campus community safe. Through this case story, participants will be prompted to think deeply about what is already in their toolboxes and to approach upcoming challenges from new lenses.

Reconceptualizing Student Course Feedback
Advanced

Laura Harrington, Syracuse University
Gerald Edmonds, Syracuse University
Patrick Schnobrich, Syracuse University

Our campus is reconceptualizing the course evaluation process. We examined current operations, as well as literature and best practices, to develop a new framework. Faculty, student, and campus partners provided input that was a key factor in moving from "student ratings of teaching effectiveness" to "course feedback." With the goal of generating actionable data, students are asked to provide perceptions on their course experience and their own effort and involvement as learners.

Concurrent Sessions 3   3:00 – 4:00PM

Panel 1: A Two-Pronged Approach to Assessing Remote Learning
Beginner/Intermediate

Madeline Miley, Barnard College
Corinne Greenblatt, Barnard College

In response to the COVID-19 pandemic, Barnard College moved fully virtual for the Fall 2020 semester and implemented various new initiatives to better facilitate this new mode of teaching. In order to assess these new initiatives, Barnard's Office of Institutional Research and Assessment (IRA) conducted a series of focus groups and a survey to assess the student experience during the virtual semester. This assessment was conducted by IRA staff members who are also recent Barnard graduates.

Panel 2: Assessment of Wait Times Under a Triage Model at a University Counseling Center *Beginner/Intermediate*

Bethany Rallis, Virginia Tech
Jenny Dye, Virginia Tech
Ellie Sturgis, Virginia Tech

This presentation explores effects of a transition to a Triage Model during Fall 2020 semester in a University Counseling Center (UCC) on wait to appointments and student satisfaction. A comparison of average wait times in days between scheduling first appointment, attending first appointment, and follow-up in Fall 2019 and 2020 semesters showed reduction in the average wait time under the new Triage Model. Student satisfaction with the new Triage Model exceeded 80%.

Panel 3: Measuring the Effectiveness of an AI-Supported Discussion Technology *Beginner/Intermediate*

Krysten Muller, SUNY Administration System

In Fall 2019, SUNY Online began piloting Packback, an AI-supported discussion technology, to better understand the tool's potential. Research was conducted to determine if AI-supported discussion technology can improve student outcomes. This presentation will explain the how the Packback platform works, describe the pilot research findings, and share experiences from faculty members who utilized the tool.

Happy Hour 4:15 – 5:00 PM

Tuesday, April 20th, 2021

ANNY Business Meeting	**9:45–10:00 AM**

Concurrent Sessions 4   10:00 – 11:00 AM

Assessment with Refreshments: Engaging Faculty in Experiential Learning of Assessment   *Beginner/Intermediate*

Melissa Johnson, Nazareth College
Jennifer Leigh, Nazareth College
Lauren Brooks, Nazareth College
Nicole Juersivich, Nazareth College

We would like to share a virtualized version of an experiential exercise with the ANNY community focused on introducing faculty to assessment data collection and analysis. In this activity, participants will be asked to prepare at home a few items to pair for tasting (Tasting List). The session will simulate an abbreviated version of the workshop to demonstrate the core learning objectives.

The Power of Language: Infusing equity in assessment for higher education   *Beginner/Intermediate*
Matthew McKay, Rochester Institute of Technology

In the field of assessment, the power of our language can determine not only the focus of our practice but the impact we have on participants. Utilizing inclusive language is critical for establishing inclusive assessment methodology in the higher education context. Equitable assessment is emancipatory whereas current assessment practices are oppressive for non-majority groups.

Reflecting on Assessment Amidst a National Pandemic   *Beginner/Intermediate*
Victoria Ferrara, Mercy College
Susan Waddington, Mercy College

Mercy College requires academic programs to submit annual assessment plans and findings reports with evidence of student learning. In the context of the COVID-19 pandemic, questions arose regarding the College's expectations for student learning assessment and annual findings reporting. The College modified expectations for AY19-20 program-level student learning assessment. This session will focus on modifications made, the faculty's response, and how the results will aid in future improvement.

ANNY Interest Meeting

If you are you interested in getting involved with the Assessment Network of New York and/or have ideas about what else you'd like to see from us as an organization, we invite you to join members of the Board of Directors for an information session to learn what opportunities are available, as well as a space to give feedback to us about how we can better provide you with the tools you need for assessment success.

Concurrent Sessions 5

11:05 AM - 12:05 PM

Reimagining a More Reflective and Meaningful Periodic Assessment Process for AES Units

Beginner/Intermediate

Dereck Norville-Bowie, Hostos Community College

Hostos Community College realized that its AES periodic assessment process was administratively-driven and lacked opportunity for meaningful assessment through reflection; so Hostos underwent a journey to redesign it to be more reflective, engaging, and useful for AES units. Participants will learn about the inquiry-based process used to do this, understand key features of the new process, and engage in an activity to help reimagine an assessment process on their own campus.

Sustaining Student Learning Outcomes Assessment and Discussions in Challenging Times

Advanced

Laura Harrington, Syracuse University
Amanda Jonson Sanguiliano, Syracuse University
Fresenai Afeworki, Syracuse University

Learn about steps taken by Syracuse University's Assessment Working Team to support faculty in sustaining academic program-level assessment during a challenging year that included student protests and a pandemic. Faculty reflected on how programs were flexible, equitable, and responsive considering the unique circumstances that impacted student learning. Participants will learn about the strategies that evolved for faculty as they supported students and navigated new learning modalities.

Not Your Mother's Mapping

Beginner/Intermediate

Royce Robertson, Le Moyne College

The purpose of this session is to describe the parts, functions, and connections of an emergent, objective, focused method of mapping outcomes and curriculum into a cohort-based occupational therapy program. Topics will include tactics for reducing bias, tactic mapping strategies, and presentation styles. The participants will receive information necessary to design, development, implement, and evaluate a similar process at their home institutions.

How One Community of Assessment Practice Used the Pandemic to Refocus Assessment Practices

Beginner/Intermediate

Peggy Takach, Syracuse University
Sheila Clifford-Bova, Syracuse University

Frustrated with the "oh no, not more assessment!" mentality associated with assessment? Did it get worse when the Pandemic hit and energy was turned to transitioning to online/hybrid education? Hear what one school did to overcome adversity and used the Pandemic as an opportunity to create a more collaborative approach to assessment. Learn about the benefits of creating a Community of Assessment Practice that your staff and faculty will consider a positive tool for the future.

Lunch and Middle States Town Hall

12:15 – 1:15 PM

Concurrent Sessions 6

1:20 - 2:20 PM

Using Student-Centered Assessment to Focus on Students' Summer Bridge Experiences

Beginner/Intermediate

Marjorie Dorime-Williams, University of Missouri
Michael Williams, University of Missouri

Summer bridge programs (SBPs) are a common intervention for recruiting and retaining students transitioning to college. While these programs are omnipresent, little empirical evidence directly examine student outcomes tied to participation. Our study promotes student-centered assessment to support the learning, development, and success of marginalized students. We explore diverse incoming first-year students' experiences to evaluate program effectiveness in an SBP at a large state institution.

Redefining Assessment Structures and Support to Enhance Faculty-led Academic Assessment   *Beginner/Intermediate*

Anders Stachelek, Hostos Community College, CUNY

Faculty spend much of their time engaged in assessment, but its usefulness gets stymied by the individualized nature of this work or the lack of knowledge about assessment. In this session, the presenter will share the details in the redesigning of process and structure by faculty for faculty to help formalize and document this work beyond individual faculty. This new structure promotes analysis of data and supports implementation of changes to improve academic and general education programs.

COVID-19 Assessment tips, lessons learned, and methods for use in their emergency management planning and business continuity protocols   *Beginner/Intermediate*

Robert Mcloughlin, United States Military Academy
Vincent Lan, United States Military Academy
Kellie Delmonico, United States Military Academy

A crisis can test an institution's ability to achieve its mission, goals, and outcomes in different ways. The presenters will discuss some of the checks on impact, to include how USMA leaders prioritized several elements of its Strategic Plan for focus during the Pandemic. They will then describe how USMA utilized assessment strategies to measure and assess the adequacy and efficient utilization of its resources in support of USMA's Strategic Plan.

Exploring the Benefits, Challenges and Interactions of Course-Embedded and Group Academic Assessment of the Guttman Learning Outcomes   *Advanced*

Niesha Ziehmke, Guttman Community College, CUNY
Tara Bahl, Guttman Community College, CUNY

In Fall 2020, Guttman adopted a revised set of Guttman Learning Outcomes (GLOs). Now we are updating our Assessment Plan by grounding changes in the findings of the previous assessment reports, which demand timely, reliable results and meaningful faculty engagement in assessment. In this presentation we will share our findings of two pilot assessment processes – within and outside of the classroom - and how we will integrate them to reach our goals.

| **Closing Keynote Address** | **2:30 – 4:00 PM** |

Refocusing on Responsibilities with Assessment
Dr. Joseph Levy, *Executive Director of Assessment and Accreditation at National Louis University*

Changes have occurred in the higher education landscape in light of shifting student needs, external pressures, and - most recently - operational adjustments throughout the pandemic. As more institutions and individuals are accepting the collective responsibility for assessment work, there are still areas to focus in looking to enhance and sustain meaningful assessment practices. This keynote will explore barriers and motivations related to assessment; underscore the importance of professional development and resources; and implore faculty and staff to take data-informed actions to improve learning for all students. Content will be presented with an eye toward institutional effectiveness by way of collaboration between academic and student affairs.

Closing Remarks by Kristyn Muller, SUNY Online – President, ANNY Board of Directors