



**Second Annual Conference
Rochester Institute of Technology
April 28 – 30, 2014**

SPEAKERS

PLENARY – Monday, April 28, 2014

"We are the Change That We Seek - It Takes More than Evidence to Improve Student Learning"

Charles Blaich, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium

Kathy Wise, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium

We will review the lessons we have learned from the Wabash National Study about the practical steps that we have to take to use evidence to improve student learning in the complicated institutional environments in which we work.

KEYNOTE – Wednesday, April 30, 2014

"The Changing Landscape for Higher Education, What It Means for the Middle States Commission on Higher Education, and for us, *NOW*"

*Col. Gerald Kobylski, United States Military Academy at West Point
Commissioner, Middle States Commission on Higher Education*

The higher education landscape is changing at an extraordinary pace. Since its beginning, regional accreditation has been based on peer review and continuous improvement. But today these words are not sufficient to address the questions and concerns of the many stakeholders. Given the escalating cost of higher education, the concepts quality assurance, accountability, and regulation are becoming more important. During this session, we will discuss how the Middle States Commission on Higher Education is addressing these new challenges and the resulting paradigm shift, specifically by initiating a revision, perhaps more appropriately called a restructuring, of its standards. This discussion will include describing the revision process and how the current standards (particularly Standards 7 and 14) connect to the new standards. We will also discuss the new standards which received the most feedback from our member institutions, and how the Revisions Steering Committee is addressing these.

WORKSHOPS

Monday, April 28, 2014

9:00 – 12:15pm

WORKSHOP A: “General Education Assessment: The Good, the Bad, the Ugly ...maybe just the bad and the ugly”

Charles Blaich & Kathy Wise, Center of Inquiry at Wabash College, and the Higher Education Data Sharing Consortium

In this workshop the presenters will discuss institutional conditions that promote or hinder general education assessment efforts and strategies for navigating this difficult process with this challenging process. We will use case studies to practice troubleshooting general education assessment plans, and finish with group work to consider both the lessons you have learned and the challenges that you face at your institution.

9:00 – 10:30am

WORKSHOP B1: “Using Content Analysis as a Research Tool for Assessing Student Learning Outcomes”

*Vanessa Vacchiano, Long Island University, Brooklyn Campus
Dianne Phillips, Macaulay Honors College, CUNY*

Have you or your colleagues ever felt like rubrics weren't capturing the essence of a set of student artifacts? Have you ever tried to assess journals, blogs, or portfolios and wished for an approach that utilized students' voices more authentically? Qualitative data analysis techniques, such as content analysis, have been successfully used to analyze texts, newspapers, visual media, and video across many disciplines both for scholarly research purposes as well as for assessing student learning.

This is a hand-on workshop intended to provide participants with the opportunity to ask questions, explore, and learn about practical applications of content analysis as a research tool for assessing student learning outcomes. An overview of content analysis will be provided as well as some examples of research projects.

Exercises will be conducted to provide the participants with first-hand opportunity to apply content analysis techniques to data.

As a result of this workshop, participants will be able to:

- * Demonstrate an understanding of the basic principles and procedures of qualitative content analysis as a tool in assessment
- * Identify challenges of content analysis
- * Identify advantages and disadvantages
- * Recognize examples of different uses of content analysis
- * Code and analyze qualitative data systematically and flexibly

10:45 – 12:15pm

WORKSHOP B2: “Defining Intended Learning Outcomes: Essential Foundation for Learning and Assessment”

Lion Gardiner, Professor Emeritus, Rutgers University

Effective learning and assessment depend on first identifying clearly the specific learning outcomes an institution or program desires to produce. Well-established conventions for structuring intended outcomes ensure clear communication with everyone. Participants will learn to define outcomes that can systematically guide program design, implementation, assessment, and improvement, and fully satisfy demands of accreditors. The workshop manual and practice and discussion with exercises introduce important concepts and methods, and develop skills they can use for constructing high-quality outcome goals and objectives.

Some of these areas are covered briefly, others at considerable length leading to practical skill development.

- * Introduction to the concepts of outcome goals and objectives.
- * The fundamental roles of clearly stated intended outcomes for curriculum and instruction, co-curriculum, academic advising, and assessment in managing learning.
- * Characteristics of effective statements of goals and objectives.
- * The relationship of goals and objectives to mission statements and the classic organizational hierarchy of aims or intents; the importance of alignment.
- * The distinctions among inputs, processes, and outcomes.
- * Characteristics of effective statements of goals and objectives.
- * The relationship between goals and objectives and assessment and evaluation.
- * A systematic process for developing goals and objectives.

CONCURRENT SESSIONS

Tuesday, April 29, 2014

9:00 – 10:00am

TRACK A (A1): “Using Rubrics to Define Criteria for Quality and to Streamline Grading”

Mimi Harris Steadman, Daemen College

Rubrics are tools that can streamline assessment and grading of complex learning tasks, such as papers, performances or presentations, by clarifying criteria for quality and defining different levels of performance. Participants will be introduced to the potential uses and benefits of rubrics through an interactive rubric development and application activity, samples, examples, and a brief presentation.

TRACK B (B1): "Exploring the Computing Exploration Program"

Michael Yacci, Rochester Institute of Technology
James Foley, Rochester Institute of Technology

The main goal of RIT's Computing Exploration Program is to help undecided computing students make a good choice of a computing major. Program evaluation was conducted to determine if the program is effective in meeting this goal. Additionally, we were interested in creating a profile for students who are attracted to each major. This presentation explains the key evaluation questions, associated results, and suggested changes to the program.

TRACK C (C1): "Turnaround Student Affairs Practitioners & Run TOWARD Assessment! - Get Practical & Successful Applications from the Field"

Steve Tyrell, North Country Community College

Student affairs practitioners should run as fast as they can TOWARD assessment & this presentation will show you why and how to do so! The presentation will provide specific assessment approaches implemented in student affairs. Practical examples from the field will include both program assessment and student learning outcomes for student affairs practitioners and assessment coordinators. Participants will learn how to move from an assessment question to the successful implementation of an assessment activity that provides an answer to the assessment question. The variety of assessment approaches and examples shared will insure that student affairs practitioners can begin to understand how to implement effective assessment programs on their own campuses.

TRACK D (D1): "Assessing the Core through Student Artifacts"

Gladys Palma de Schrynemakers, Long Island University – Brooklyn
Melissa Antinori, Long Island University – Brooklyn

How do we assess the general education curriculum beyond the course level? This presentation will give participants a model for assessing core goals at the end of programs: designing a study, working with faculty to develop and revise assignments to encourage student learning in core goals, developing outreach strategies to present the data to faculty and administration, using the data to argue for support for general education and to make pedagogical changes, and planning for assessing their efficacy.

10:15 – 11:15am

TRACK A (A2): "Course Maps and Exam Blueprints to Align Assessments and Evidence-Based Changes"

Jane Souza, St. John Fisher College

Jennifer L. Mathews, St. John Fisher College

Each course syllabus addresses a set of desired learning outcomes. Assignments, activities and assessments are then generated to support the teaching and learning of those outcomes. Unfortunately, all that work often gets reduced by students to a grade on an exam or the final course grade. This session will present basic course-level mapping and exam blueprinting tools that encourage faculty to transparently align the outcomes with the teaching/learning activities and the assessments. Presenters will demonstrate how resulting data can then be used by faculty to document changes and by students to reflect on progress toward meeting desired learning outcomes.

TRACK B (B2): "Repurposing and Reframing Data: How to Utilize Existing Departmental Resources for Assessment"

Kristyn Muller, University at Albany

Steve Lampedusa, University at Albany

Look around - assessment data is everywhere! You just need to know where to find it and how to use it. This presentation will explore ways for departments to utilize their existing resources to answer assessment questions and improve their services. We will demonstrate how existing organic data, such as email messages from students, and inorganic data, such as previously obtained survey results, can be repurposed and reframed to answer new assessment questions.

TRACK C (C2): "Aligning the Work Of Student Affairs Professionals With The Academic Mission: Building An Assessment Culture At Schenectady County Community College"

Brandie Dingman, Schenectady Community College

Student Affairs assumes a major responsibility for helping to create a positive campus environment that enhances and supports learning. The quality of student life is significantly affected by the availability, variety, and integrity of services, resources, and extra academic support programs on campus. Alliances are built between the classroom and campus life to provide an opportunity for students to experience the excitement and responsibility that comes from being an active member of a community of higher learning.

TRACK D (D2): "Designing Pragmatic Approaches to Understand and Improve Writing (and Writing Instruction) Across Language and Cultural Difference"

David S. Martin, Rochester Institute of Technology

Leah Bradley, Rochester Institute of Technology

This concurrent session provides practical advice and exploratory discussion based on one institution's attempt to design a high-quality assessment of students' ability to "use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information." What makes this assessment project particularly relevant is its inclusion of essays collected from six locations (two in the US, two in Croatia, one in Kosovo, and one in the United Arab Emirates), written by multilingual writers, including Deaf and Hard of Hearing students, and evaluated by faculty teaching the first-year writing course at each location after a whole-day assessment training that connected participants from the international locations via Skype. Session participants can expect 1) to identify the impact of language and cultural difference on student writing, writing pedagogy, and writing assessment, 2) to discover the challenges of analyzing data from multiple locations comprised of multilingual students and teachers, and 3) to design faculty development activities that support teaching and learning in transnational contexts.

11:30 – 12:30pm

TRACK A (A3): "The Effectiveness of a Simulation Exercise: Using Assessment to Improve the Teaching and Learning Process"

Linda Mallory, U.S. Military Academy at West Point

Capt. Adam Scher, U.S. Military Academy at West Point

West Point has developed an interactive, multi-disciplinary simulation exercise (SIMEX) for a core course in government and politics whereby students assume the roles of members of Congress, media, interest groups, and presidential advisors who work to pass a bill and their grades are tied to the outcome of the bill. During the exercise, students test only their political knowledge, but also their negotiation, communication, leadership, and ethics skills (all institutional outcomes). This presentation will explain the SIMEX process and how the assessment efforts inform not only curriculum change but also departmental and institutional outcomes.

TRACK B (B3): "Strategies for Assessing Infused Competencies"

Paul Emerick, Monroe Community College

Whether it be critical thinking, information literacy, or other similarly tough-to-define learning goals, assessing the infused competencies in general education has been one of those areas of assessment that seems to defy a simple approach. This presentation will address the complexity of identifying and assessing infused competencies through the use of home-grown technology and the application of "inventorying" the curriculum to simplify the process of assessment and analysis of results.

TRACK C (C3): "The Design and Use of an Institutional Effectiveness Self-Assessment Rubric"

Kenneth D. Kallio, SUNY College at Geneseo
Janice Grackin, Nassau Community College
Jeff Lashbrook, The College at Brockport, SUNY

The SUNY Council on Assessment has designed a self-assessment rubric focused on institutional effectiveness. The rubric is based on findings from Middle States reviews of SUNY campuses. It looks at 11 different elements of the assessment of institutional effectiveness. This session is organized as a workshop that will introduce participants to the rubric and will provide an opportunity to practice applying it. After completing the session, participants should be able to:

1. Identify the basic elements of effective assessment of institutional effectiveness.
2. Apply a rubric designed to measure institutional progress for assessing institutional effectiveness.

TRACK D (D3): "Using Course Embedded Assessment of General Education: Encouraging Integration and Participation"

Carol A. Van Der Karr, State University of New York College at Cortland

In response to concerns about the usefulness of the existing general education assessment plan, SUNY Cortland's General Education Committee made a significant shift from common assessments to the use of course embedded assessments. This session will present what led to the change, how faculty have mapped class assessments (e.g., tests, papers) to the general education learning outcomes, and the observed benefits and challenges in the first two years. This will be a collaborative discussion and participants will be encouraged to share their own experiences and questions with colleagues as we worked towards more meaningful general education assessment.

3:00 – 4:00pm

TRACK A (A4): "Appreciative Inquiry: An Innovative Initiative for Continuous Improvement in Nursing Education"

Lucille Ferrara, Pace University, College of Health Professions, Lienhard School of Nursing

In 1998 the Lienhard School of Nursing (LSN) of Pace University implemented formal quality improvement (QI) initiatives geared toward collecting data that would be used to improve and enhance the student experience as well as a method of meeting accreditation standards. As the LSN QI program evolved, the Appreciative Inquiry framework was introduced to the faculty and implemented in 2008 with the new the Doctor of Nursing Practice program as a method of program evaluation. In the spring of 2012, a Quality Improvement (QI) Team comprised of faculty and staff designed a groundbreaking plan that would ensure constant quality improvement and further the evolution of the LSN QI process of the Pace University College of Health Professions.

TRACK B (B4): "Leveraging Departmental Introspection to Create a Continuous Feedback and Improvement Loop"

Steven Doellefeld, University at Albany/SUNY

Joel Bloom, University at Albany/SUNY

Over the past decade, the University at Albany has endeavored to standardize institutional assessment and do a better job of sharing results with the faculty and students. While these assessment efforts are comprehensive, for the purposes of this presentation we will focus more specifically on our current initiative to create and document Student Learning Objectives (SLOs) for each department and program on campus.

While the initial development of SLOs is done at the department/program level, the annual departmental assessment reports submitted to the Director of Academic Assessment have become the impetus for conversations and feedback that have led to a change in the way departments think about assessment and their SLOs. Additionally, a desire on the part of campus governance to create greater transparency for SLOs drove the creation of a website with SLOs for every department and program listed in a single repository. This not only makes learning about program objectives easier for the students (and their parents), but has offered departments and programs the opportunity to review each other's SLOs. Subsequently, we've seen a marked improvement in both the quality and specificity of SLOs in many departments on campus. Another benefit of this work is the tie-in with our seven year program review cycle, which includes sections on departmental assessment plans and activities. Providing this opportunity to think through and improve their SLOs helps them improve their assessment plans and puts them in a better position to submit their self-studies to their external reviewers.

TRACK C (C4): "The PRR: Vehicle for Engaging Faculty and Staff in the Development of a "Culture of Evidence"

Joanne Coté-Bonanno, Montclair State University

Ronald L. Sharps, Montclair State University

The Periodic Review Report (PRR) requires a comprehensive, collaborative, university wide review of Institutional Effectiveness based on the evidence of assessment. This presentation will document and demonstrate how the PRR process continued to build on a "culture of assessment" and led to a developing "Culture of Evidence" at Montclair State University (MSU).

TRACK D (D4): "Beyond Institutional Effectiveness: Comprehensive Consortium Assessment Initiatives of a Shared Curriculum by a Research University and Eight Community Colleges"

Priscilla V Loanzon, Portland Community College, Portland, OR

This session will describe the experiences, opportunities, and challenges of a five campus state-wide research university and its consortium partners of eight community colleges in performing a virtuous cycle of assessment processes, practices, and habits related to the key components of its innovative model: vision and commitment to excellence, students, faculty, and shared curriculum and academic policies, inter-institutional agreements, resources, and infrastructure as well as its impact on the health care and academic communities at the state, national, and international levels. This session will be presented by the Oregon Consortium for Nursing Education (OCNE), a nationally cited education re-design model. This innovative education model presents an expanded capacity addressing the needs of multiple campus partnerships among post-secondary educational institutions.

4:15 – 5:15pm

TRACK A (A5): "Enhanced Student Performance as Evidenced by Partnering Writing Facilitation with Courses in the Disciplines"

Mary Krenitsky Perrone, SUNYIT

Alexander Bulson, SUNYIT

Veronica Jaris Tichenor, SUNYIT

Joanne M. Joseph, SUNYIT

We will review our campus experiments designed to enhance student written performance by partnering writing facilitation with courses in the disciplines, specifically Communication Theory, Fluid Mechanics, Social Problems, and Psychology Senior Seminar on Adverse Childhood Experiences (ACE)s. Elements such as campus logistics, methodologies, subsequent outcomes, and reactions/recommendations will be shared.

TRACK B (B5): "A Method to Document and Compare Program Outcome Achievement"

Matt Lawrence, Alfred State, SUNY

Based on feedback from an assessment evaluation team, an assessment committee for a four year engineering technology developed a new approach to direct assessment reporting in order to summarize the achievement of program outcomes. These tools not only streamline and simplify the end-of-year and end-of-cycle reporting process, but also can be used to determine the relative achievement of each outcome as compared to the others at any time during the assessment cycle.

TRACK C (C5): "Faculty Leading Faculty: How One Community College Promotes Success in Assessment"

Elena Dilai, Monroe Community College

Although assessment has been around for some time now, it is still not uncommon for individual faculty to remain resistant to the call to assess student learning in courses and programs. Monroe Community College's faculty, led by the College Assessment and Program Evaluation (CAPE) Committee, continues to make strides in promoting faculty involvement and engagement in practical and positive assessment activities. Working hand-in-hand with the Faculty Senate and the College's professional staff, the CAPE Committee has successfully completed several important faculty initiatives, and promotes recognition of best-practices among faculty-led assessment projects.

TRACK D (D5): "The Assessment of Critical Thinking: Challenges, Opportunities, Risks, and Rewards"

Clarence Burton Sheffield, Rochester Institute of Technology

Critical thinking (CT) is a key topic in contemporary higher education. Employers want it, and contend it is seriously deficient in most graduates. Accrediting agencies and professional societies underscore its importance. The response from Academic institutions has been to implement tests and other means to assess it. CT remains notoriously difficult to define, and its assessment remains a primary challenge. There is no consensus, and there is considerable doubt as to which specific learning outcomes to target. How can the assessment of CT be improved and strengthened? What criteria should drive the results? This panel will bring together major shareholders from across NY to discuss its assessment, future challenges, and opportunities.

Wednesday, April 30th

8:30 – 9:30am

TRACK A (A6): "Exam Development and Review to Assess and Enhance Student Learning"

Carol VanZile-Tamsen, University at Buffalo

A common method of embedding program assessment within courses is to use specific exam items as the source of assessment data. However, much thought and care must go into exam development if such exams are to provide quality information. This session will lead participants through the systematic steps of exam design, administration, and review that allow conclusions to be made about areas of student strength and weakness to inform interventions for individual students, course design, and program-level assessment.

TRACK B (B6 & B7): PANEL PRESENTATION: "How IR is used to support an assessment Initiative"

Jayne Maugans Swanson, Alfred State, SUNY College of Technology

Marlene Arno, Erie Community College

Kimberly Yousey-Elsener, University at Buffalo

Michael Randall, University at Buffalo

Julie Meyer Rao, SUNY College at Geneseo

Katie Tierney, SUNY College at Geneseo

TRACK C (C6): "Lessons Learned from the Assessment of Distance Education: The Distance Learning Assessment Initiative at Monroe Community College"

Renee Rigoni, Monroe Community College

Assessing student learning in courses taught in the distance education format is challenging enough. Consider what it means to evaluate whether or not your institution's approach to distance education is effective! This presentation discusses the experiences of a faculty committee that was tasked to conduct an extensive review of the community college's entire distance education program, and presents a candid view of the successes and challenges encountered. Progress on actions taken since the completion of the project will also be presented.

TRACK D (D6): "Using Faculty and Staff Survey Results to Guide Institutional Change"

Laurie A. Clayton, Rochester Institute of Technology

In 2012, Rochester Institute of Technology launched two institute-wide surveys – Avatar HR Solutions' Faculty/Staff Climate and Engagement Survey and the COACHE Faculty Job Satisfaction Survey. Survey implementation, analysis and delivery of results were led by an administrative team from the Departments of Human Resources and Diversity and Inclusion and a COACHE Taskforce. This session will focus on how strategic planning processes supported the delivery of results and guided the development of action plans. Session attendees will gain insights from lessons learned and best practices in sharing survey data among institutional stakeholders to guide institutional change.

9:45 – 10:45am

TRACK A (A7): PANEL PRESENTATION : "Assessment and Faculty Development in First-Year Programs at St. John Fisher College"

Dr. Barb Lowe, St. John Fisher College
Jill Swiencicki, St. John Fisher College
James Bowman, St. John Fisher College
Wendy Sierra, St. John Fisher College
Catherine Sweet, St. John Fisher College

The goal of this session is to explain how assessment can contribute to meaningful faculty development when teaching interdisciplinary academic programs. Through an interactive panel discussion, attendees will explore the varied perspectives of faculty from diverse areas of expertise and of the administrator of the programs. Dr. Barb Lowe will offer an overview of the First Year Academic Programs (Learning Communities and Research-Based Writing) at St. John Fisher, describing the basic structure and collective purpose of these programs, including an account of the specific goals of each program (LCs and 199s) and a brief discussion of how faculty development and assessment of these goals are purposefully intertwined and furthered through collaborative leadership of the programs. Faculty who teach in the First-Year Programs at St. John Fisher come from diverse areas of expertise—and with a variety of assumptions about the connections among learning, teaching and writing—to work on a common set of learning goals. Swiencicki and Bowman explore the challenge of faculty development in this context: to offer support that can be intentional yet flexible as faculty develop their teaching in relation to specific program goals. Dr. Wendi Sierra, a faculty member in the English Department, will discuss the Fall 2013 assessment process, offering a concrete example of the theories and philosophies discussed during the previous two presentations. This session will be moderated by the School's assessment coordinator, Dr. Cathy Sweet.

TRACK C (C7): "A Self Study: Perception, Presentation, and Assessment of the Reaccreditation Process"

Thomas Slomka, University at Buffalo
Michael Ryan, University at Buffalo
Carol VanZile-Tamsen, University at Buffalo

The institutional Self Study is a structured comprehensive review process aimed at gathering specialized evidence to demonstrate compliance in meeting accreditation standards. However, this process presents a remarkable opportunity for the institution to understand, refine, and affirm their commitment to a long term, and authentic process of incorporating assessment into the culture of teaching, learning, and research. This presentation will examine our institution's recent experience with this process, the thinking and organization underlying our approach, a candid review of our experience, and suggestions regarding future planning and implementation.

TRACK D (D7): "Academic program revision: A case study"

Deborah Klesenski, Fashion Institution of Technology / SUNY
Elaine Maldonado, Fashion Institution of Technology / SUNY

Using two years of rubric assessment, self-study, and focused accreditation feedback, the Dept. of Jewelry Design at FIT undertook substantive program revision. While doing so, the college was notified that SUNY requested a reexamination of existing undergraduate level programs with the goal of revaluation and reduction of overall degree credits. The department chair and faculty worked within NASAD and SUNY guidelines to successfully eliminate course and assignment redundancies while building a focused network of project-related experiences to be cooperatively shared among courses.

POSTER PRESENTATIONS

Monday, April 28, 2014

5:00 – 6:30pm

- ❖ “Policy Entrepreneurs in the Implementation and Administration of University Programs.”

Benjamin Deitchman, Rochester Institute of Technology

This presentation develops the concept of policy entrepreneurs in the implementation and administration of university programs, borrowing from the considerable research into policy entrepreneurs in policy adoption and diffusion. The institutional setting and policy environment constrains the activity, but entrepreneurial innovators are able to facilitate innovation without engaging contentious political forces. A case study of a university-led partnership to improve middle school science education in traditional public schools through novel comprehensive curriculum reform provides background into policy implementation entrepreneurs within university programs.

- ❖ “Is My Department Doing a Good Job of Assessment? A Self-Evaluation Template”

Karen O'Quin, SUNY Buffalo State

A web search was conducted for an instrument academic departments could use to determine whether they are doing a —good job of assessment. A longer wordier rubric was adapted by simplifying and shortening it to a template (reducing it from 601 words to 376) to make it easier to understand and apply. To drive improvements, academic departments might —take a step back to reflect upon whether they are doing assessment well or simply going through the motions. The template’s criteria allow self-reflection about what assessment procedures are completed and well-established, which are in progress, and which remain to be completed.

- ❖ “An Analysis of the Success of Students in Selected Trailer and Non-Trailer General Education Mathematics Courses.”

Deana Olles , Rochester Institute of Technology
Helen Timberlake, Rochester Institute of Technology
Rebecca Daggar, Rochester Institute of Technology

An analysis of the success of students in selected trailer and non-trailer general education mathematics courses is conducted. It is assumed that trailer students are typically less successful in sequential courses and, based on the results of the data analysis, we will be able to make recommendations and implement policies and procedures that will assist them in completing their coursework effectively. The failure rate in these types of courses is high enough to warrant concern for those students requiring better resources, adequate review of prerequisite concepts, or enhance student motivation and persistence.

- ❖ “Putting the 'Student' in Student Learning Outcomes”

Henry A. Etlinger, Rochester Institute of Technology
Rajendra K. Raj, Rochester Institute of Technology

The presentation will describe a practical, light-weight, and effective assessment approach to involving students in assessing their own progress toward meeting course and program level learning outcomes. Research into the level of student engagement represents a valuable addition to assessment activities already being conducted at the program level. Funded by RIT’s Student Learning and Outcomes Assessment Office, two faculty researchers surveyed students in three Computer Science classes to involve them in tracking their progress toward BS Computer Science program outcomes during these courses. This project and its preliminary results will be presented at this session.

- ❖ "A Quantitative and Qualitative Assessment of the Experiences of Deaf and Hard-of-Hearing Students Transitioning into Baccalaureate Studies in STEM Disciplines,"

Matt A. Lynn, Rochester Institute of Technology
Sandra J Connelly, Rochester Institute of Technology
Annemarie Ross, National Technical Institute for the Deaf

This project aims to understand the transition that students who are completing the Laboratory Science Technology (LST) program at the National Technical Institute for the Deaf (NTID) experience as they matriculate into STEM baccalaureate coursework. Assessment of student participants is multifaceted, including qualitative and quantitative data. Student responses to the Grasha-Riechmann Student Learning Style Scales (GRSLSS) survey are compared with their performance in General Biology and General & Analytical Chemistry courses. These findings are further elucidated through a review of student mentor-mentee program journal writings.

- ❖ “Program Revisions Based on Formal and Informal Assessment in the BA in Biology Program at SUNY Buffalo State”

Martha Skerrett, SUNY Buffalo State

Formal and informal assessment methods recently led to changes in the BA in Biology program at SUNY Buffalo State. Through ongoing assessment involving of all department members, with guidance from an assessment committee, the department chair, and the School of Natural and Social Sciences, we identified two important issues; poor performance in introductory and upper division courses and high attrition rate of freshmen. As a result, performance standards were implemented in 2007 and a new gateway course for freshmen was introduced in 2011. We are currently assessing the results of these program revisions.

- ❖ “An Analytic Tool to Aid in Online Graduate Student Success and Retention”

Anne Zahradnik, Marist College

The Open Academic Analytics Initiative (OAAI), led by Marist College and funded under a Wave I grant from Next Generation Learning Challenges (NGLC), seeks to increase college student retention by performing early detection of academic risk using predictive analytics. Previous applications of the model have been used to learn about undergraduate retention. This poster will explain how OAAI model is being applied to a graduate, online program.

- ❖ “Promoting Institutional Change and Improving Educational Equity Using the Diversity Scorecard.”

Brandie M. Dingman, Schenectady County Community College
Odo Butler, Schenectady County Community College

Improving educational equity for all underrepresented groups continues in social significance in the 21st century. As a result, this presentation will use the Diversity Scorecard and Schenectady County Community College (SCCC) data to highlight current inequities, present a platform for discussion and tools for change. The “Diversity Scorecard” is an ongoing assessment initiative designed to foster institutional change in higher education by helping to close the achievement gap for historically underrepresented students.

❖ "Using Program Assessment in an Environmental Science Program."

Elizabeth Hane, Rochester Institute of Technology
Christy Tyler, Rochester Institute of Technology
Karl Korfmacher, Rochester Institute of Technology

As part of semester conversion at Rochester Institute of Technology, the faculty associated with the program in Environmental Science revised our learning outcomes and program benchmarks for both the BS and MS degrees. The new outcomes include course-embedded assignments as well as external goals, such as job placement rates and study abroad participation. We have been measuring outcomes for several years now, and will share our strategies for how to engage program faculty in the assessment process as well as how to use information to inform future changes in the program.

❖ "Information Literacy Assessment: From the Classroom to Across Campus"

Kelly Kelchlin Lambert, Canisius College

This session will share best practices and lessons learned from 10 years of building a culture of information literacy assessment at both a community college and four-year private institution. An academic librarian will share methodologies of measuring student skills using a combination of nationally standardized (iSkills, SAILS) and homegrown information literacy assessment instruments, tips for successful assessment implementation, ideas for using and sharing assessment results, and ultimately using the assessment data to influence teaching and improve student learning across the curriculum.

❖ "Using Class Preparation Assessments to Improve Learning and Assess Course Design - A Multi-disciplinary Analysis"

Elizabeth Weaver, United States Military Academy at West Point

This research looks at the results of two different large course studies that used a similar technique to improve learning and assess course design. Both courses used an online platform to provide students with an immediate assessment of pre-class assignments. This feedback was also used by Instructors to assess student engagement and mastery of the material, provide insight into student work ethic/motivation, and confirm course design. This technology also allowed for a blended classroom instructional style which was also assessed. This research will present correlations between class preparation activities and student work ethic, motivation, and student success.