



# ANNY's 3rd Annual Conference Co-Hosted by Mercy College

“Using Assessment to Improve Institutional Goals”

**April 29 to May 1, 2015**



## Welcome

Welcome to New York's Lower-Hudson Valley!

Thank you for joining us at ANNY's 3rd Annual Conference co-hosted by Mercy College. This year's theme, *Using Assessment to Improve Institutional Goals*, includes three days of informative sessions, presentations, and workshops filled with innovative and practical ideas for improving assessments of student learning and institutional effectiveness.

We encourage you to attend the plenary and keynote sessions, choose among over twenty concurrent sessions and workshops, and take time to meet with our sponsors about technology to assist you with your assessment efforts. And of course, take advantage of the opportunities to network with your peers and to enjoy the surrounding area.

## Wednesday, April 29

**8:00 a.m.**

### Registration Opens

**8:30 - 9:30 a.m.**

### Breakfast

#### **WORKSHOP A1: 9:30 - 10:45 a.m.**

Room 32

#### **Rubrics as Instructional Tools: Effective Design and Use in the Classroom**

**Kathleen Landy**, Mercy College

Following a brief overview of the purpose and key elements of rubrics, participants will engage in a facilitated design workshop to develop their own rubrics. Participants will explore practical strategies for using rubrics to conduct formative and summative assessment, as well as to promote metacognition in their students.

#### **WORKSHOP B: 9:30 a.m. - 12:15 p.m.**

Rotunda

#### **New Wine in Old Bottles? No. An Introduction to the new MSCHE Standards and Assessment**

**Sean McKittrick**, Middle State Commission on Higher Education

The Middle States Commission on Higher Education has developed new standards that both streamline and elucidate the Commission's expectation with regard to assessment. As with the "old" standards, the Commission expects non-academic and academic units to assess institutional and unit outcomes, to demonstrate that institutions and their units engage in ongoing, sustained, and periodic assessment activity, and engage in regular evaluation of the

assessment processes to make these processes meaningful, efficient, valid, and cost-effective.

The question is, given these new standards, what is an institution to do? In this half-day workshop, the facilitator and participants will briefly review the new standards, identify areas where assessment is critical, and through a number of case studies, learn from one another about some practical approaches that institutions might take to create a process that is meaningful to them and enables them to engage in the regular and periodic assessment of key goals and objectives in ways that maximize opportunities for meaningful discourse and overall institutional renewal.

#### **WORKSHOP A2: 11:00 a.m. - 12:15 p.m.**

Room 32

#### **Survey Design for Assessment: Making Every Question Count**

**Karen Moronski-Chapman**, Daemen College

In an interactive activity, attendees will learn to identify common survey design mistakes and how to avoid them. Some examples of common mistakes include:

- Not choosing response options wisely
- Using compound questions
- Misuse of required questions and skip logic
- Too many open ended questions

A main focus of the session will be on tailoring survey design for assessment purposes. Due to the cyclical nature of assessment, it is essential that information gathered in surveys be actionable, rather than questions simply asked for curiosity sake. Focusing on the goals of assessment and even narrowing the goals to two or three areas of focus allows for a more efficient and effective use of surveys.

The workshop will conclude with a discussion about creating a culture where surveys are well-designed and targeted, and where action from the survey is communicated with the community to gain buy-in on future surveys.

**12:15 - 1:15 p.m.**

**Buffet Lunch**

**1:15 p.m. - Rotunda**

**Welcome**

**Concetta Stewart**, Mercy College



**1:20 - 2:30 p.m. - Rotunda**

**Plenary Address**

**Rejecting the Standardized Test**



**Karen R. Lawrence**, Sarah Lawrence College

Institutions of higher education around the country are being called upon to introduce new forms of assessment that go beyond grades on a transcript. Federal and state governments, accrediting organizations, and citizens are asking institutions to measure

and demonstrate the competencies of their graduates and the outcomes of their educational systems.

President Lawrence will discuss the broader context in which these demands for accountability and conversations around the value of a liberal arts education have arisen -- from challenges from the federal government to the interests of parents and students.

**Kanwal Singh**, Sarah Lawrence College

Associate Dean Singh will discuss the particulars of Sarah Lawrence College's new assessment system from initial concept to implementation. She will address issues of faculty buy-in and support, constructing an instrument vs. using a standardized product, and lessons learned from implementation of a new tool.



**2:30 - 4:00 p.m.**

**Roundtables**

Join your colleagues for a series of roundtable discussions on important topics facing the assessment community. Please share your knowledge and experience. Topics include:

- Student Affairs Assessment
- Grades and Assessment: Can They Be Integrated?
- Closing the Assessment Loop with Students
- Sharing Practices to Implement a Culture of Assessment in Higher Education

**4:00 - 5:00 p.m.**

**Reception and Cocktail Hour**

**Thursday, April 30**

**8:00 - 9:15 a.m.**

**Registration and Continental Breakfast**

**9:15 - 10:30 - Rotunda**

**Thursday Keynote**



**Success Assessment In Student Affairs: Getting Started and Keeping Momentum**

**Kimberly Yousey-Elsener**, University of Buffalo

**10:45 - 11:45 a.m.**

**Concurrent Session 1**

Rotunda

**Setting Institutional Goals for Program Level Assessment: How We Saw the Forest from the Trees**

**Leah Bradley**, Rochester Institute of Technology

This presentation will describe a meaningful and sustainable process developed to assess institutional goals related to the achievement of program-level student learning outcomes and continuous improvement.

Room 30

**Non-Academic Program Review at a Community College: Methods and Practices**

**Dereck Norville**, Hostos Community College, CUNY  
**Piotr Kocik**, Hostos Community College, CUNY

Ensuring institutional effectiveness necessitates an understanding of what takes place in the classroom and beyond. Non-Academic Program Review is a process for assessing the effectiveness of a college's programs/offices that may not specifically be academic in nature. Participants will gain a deeper understanding of how non-APR, alongside Academic Program Review, helps a college build a solid foundation for deriving insights for institutional renewal and resource allocation and planning.

Room 32

**Implementing an Enterprise Wide Online Course Evaluation Service**

**Carol Van Zile-Tamsen**, University at Buffalo  
**Cathleen Morreale**, University at Buffalo  
**Thomas Slomka**, University at Buffalo

An interactive discussion using student response technology to engage attendees, and to create consensus on the implementation of an enterprise wide online course evaluation service. Discussion includes setting goals, piloting, implementing, communicating, and the assessment of results. Follow-up presentation of UB's experiences and lessons learned.

Room 31

## Assessment Done Right: A Multi-Method Approach to Assessing Internship Programs

Emily Rosenberg, Columbia University

Mary Odden, Campus Labs

Designing an assessment that captures the impact of a program requires thoughtful planning and a multi-method approach. Realizing their existing surveys were not measuring actual student growth, Columbia University's Center for Career Education developed a new assessment strategy. During this presentation, we will walk through the process of designing multiple assessment methods from conceptualization and administration to analysis and reporting. The impact of technology will also be discussed.

12:00 - 1:15 p.m. - Rotunda

Buffet Lunch and Business Meeting

1:15 - 2:15 p.m.

Concurrent Session 2

Rotunda

## Using Evidence of Student Learning to Improve Higher Education: A View from the Field

Jillian Kinzie, Indiana University

Natasha Janowski, University of Illinois Urbana-Champaign

The National Institute for Learning Outcomes Assessment's (NILOA) recent book, *Using Evidence of Student Learning to Improve Higher Education*, looks across the landscape of higher education to present a reframing of how to conceptualize and approach the assessment of student learning. Points from select chapters on fostering greater use of assessment results and organizing assessment to yield meaningful results will be presented to highlight field-tested principles to improve.

Room 30

## Practical Tips for Advancing Assessment with Technology



Dara Wexler, Taskstream

Join us to learn how you can leverage technology to advance assessment, enhance student learning, and ultimately improve institutional goals. Taskstream helps you:

- Create space to document each step, from planning to closing the loop
- Encourage faculty inquiry and collaboration
- Focus on what students should know and be able to do
- Use e-portfolios for assessment
- Decrease the time between collecting and using data

Room 32

## Assessing Institutional Scholarly Productivity: Web of Science and Scopus as a Tool for Institutional Scholarly Assessment

Clara Tran, Stony Brook University

Selenay Aytac, Long Island University

The purpose of this presentation is to provide guidance on how to utilize two well-known library databases, Thomson Reuter's Web of Science and Elsevier's Scopus, in assessing institutions' scholarly productivity. This case study analyzes the annual scholarly productivity for the last 14 years (2000-2013) of nine Long Island colleges, universities, and a technical school.

2:30 - 3:30 p.m.

Concurrent Session 3

Rotunda

## Building Bridges: Crossing Silos to Inspire Student Success

Mary Donohue, Fulton-Montgomery Community College

JeanMarie Reinke, Fulton-Montgomery Community College

This presentation will detail an in-progress assessment project by the Evans Library in collaboration with the Student Retention Office. As part of ACRL's "Assessment in Action" program, the project provides at-risk students with targeted library resources, specifically the availability of a personal librarian. Outcomes include impact on persistence, retention, and confidence in use of academic resources and services.

Room 30

## Using Intuitive Assessment Technologies to Meet the Expectations of Institutional and Programmatic Accreditation Requirements



Christopher Polony, LiveText

Room 31

## Aligning Program Learning Outcomes, Course Learning Outcomes and Assessments

Warren Rosenberg, The College of Westchester

Beth Coyle, The College of Westchester

Michael Flanagan, The College of Westchester

This presentation describes a process used at The College of Westchester to connect program learning outcomes, course outcomes and course assessments in a way that ensures effective assessment. The process involved a review of syllabi, curriculum maps and learning outcomes ensuring that each program's curriculum is aligned with its outcomes, that

Room 32

### **Reporting on Assessment: Developing and Implementing an Enterprise Assessment Service - UB's Online Annual Academic Program Assessment**

**Thomas Slomka**, University at Buffalo

This presentation covers the development and implementation of the University at Buffalo's Annual Academic Program Assessment; a web application designed to help programs provide assessment reports, program assessment coordinators to share best practices and resources, faculty and staff to compare assessment efforts, and administration to track and report on program learning outcomes and assessment based program planning. Attendees learn about the application design, features and goals for use.

**3:45 - 4:45 p.m.**

#### **Concurrent Session 4**

Rotunda

### **Building a Culture of Assessment by Mapping the Co-curricular to Learning Outcomes**

**Doreen Hettich-Atkins**, Ithaca College

**Virginia Mansfield-Richardson**, Ithaca College

**Jacqueline Robilotta**, Ithaca College

Ithaca College recently embarked on a large-scale co-curricular mapping process within the Division of Student Affairs and Campus Life. This presentation will share our process for moving all department directors into an assessment process that focuses on outside-the-classroom learning. We will discuss how we are building a co-curricular assessment map and developing a culture of assessment. We will also share the assessment plans created and our next steps for continuing this initiative.

Room 30

### **Nuventive's Performance Management: Assessment Game Changer**

**John Miller**, Nuventive



Room 31

### **The Quantitative Toolbox**

**Joseph Phillips**, Manhattanville College

Frequently wrong conclusions are made in evaluating programs by using methods that do not adequately answer the question of what is being studied, or consider other contributing factors that may have affected the results. This workshop will help program evaluators and researchers find the most valid and reliable numerical means to assess their programs.

Room 32

### **Using Assessment to Increase the Level of Urgency for Change on Campus**

**Lion Gardiner**, Rutgers University

Research on learning is not systematically used on most campuses, with significant negative effects on learning. Profound change in our professional practice is necessary. A sense of urgency is prerequisite to significant change. By means of presentation, assessment, and discussion, participants learn about research findings on learning outcomes that show the urgent need for organizational transformation, and they identify specific ways to use assessment to increase a sense of urgency on campus.

**Friday, May 1**

**8:00 - 8:45 a.m.**

#### **Registration and Continental Breakfast**

**8:45 - 9:45 a.m.**

#### **Concurrent Session 5**

Rotunda

### **Linking Academic and Unit Assessment to Build an Institutional Report Card**

**Casey O'Brien**, Columbia-Greene Community College

**Nicole Strevell**, Columbia-Greene Community College

The relationship between academic assessment and non-academic (unit) assessment is often difficult to identify. Developing a report card that assesses institution-level goals can form the link between academic and unit assessment. This presentation will show how a small community college leveraged academic and unit assessment results to build an annual report card, from the ground up, by embedding accessible, user-friendly assessment resources and reporting tools throughout campus.

Room 30

### **Collaborating and Improving Campus-wide Assessment with Just-In-Time Video Training**

**Karen O'Quin**, SUNY Buffalo State

**Shannon Budin**, SUNY Buffalo State

A case study describing the functioning of the Assessment Advisory Board (AAB) at Buffalo State. Members include associate deans, faculty representatives, and the AVP for Curriculum and Assessment. The AAB is creating brief "just-in-time" video tutorials that departments can access on demand. Video topics include: overview of levels of assessment, writing clear and measurable SLOs, and identifying defensible program standards. Videos will be made available online to audience members.

Room 31

### Effective Assessment of Flipped Learning

**Betsy Carroll**, The Culinary Institute of America  
**Dave McCue**, The Culinary Institute of America

The concept of flipped classrooms or flipped learning has gained popularity in higher education. Much of the dialogue on this topic focuses on the creation of a flipped learning environment. However, educators must also demonstrate the effectiveness of flipped methods, raising the issue of assessing flipped learning practices. In this presentation we share some best practices for conducting effective assessment in a flipped environment from an institution with extensive experience.

Room 32

### The Rubric Team: A Vehicle for Promoting Engagement in Assessment

**Rossi Hassad**, Mercy College  
**Matthijs Koopmans**, Mercy College  
**Susan Waddington**, Mercy College

The purpose of this presentation is to present the concept and work of the “Rubric Team” as a pilot for a best practice model for fostering interest and engagement in the assessment process. The team’s activities included small group training, one on one mentoring and consultation related to creating and using rubrics to assess student work. The focus on using rubrics proved to be a non-threatening vehicle for promoting conversation about, understanding of, and engagement in assessment.

**10:00 - 11:00 a.m.**

### Concurrent Session 6

Rotunda

### Pathway to the Parthenon: Developing a Learning Framework for College-Wide Outcomes

**Debora Ortloff**, **Kellie Gauvinm**, **Jacob Amidon**, and **Margaret Gillio**, Finger Lakes Community College

Assessment can often be reduced to a bureaucratic process rather than one that engenders a culture of inquiry and continuous improvement. This presentation will focus on Finger Lakes Community College’s efforts to create a learning framework that is both practical and demonstrates the values unique to the institution. We will demonstrate the various stages from history, development, and refinement as well as how we worked through faculty and ultimately college governance to adopt the framework.

Room 31

### Assessing Minors: Best Practices and Why It Matters

**Virginia Mansfield-Richardson**, Ithaca College

The assessment of academic minors can be challenging, even though minors play an important role in students’ intellectual and career exploration. This research looks at why minors should be assessed and different approaches used by a variety of institutions for measuring and assessing student learning outcomes of minors. The research includes a discussion of how regional accreditation agencies view assessment of minors and a brief history of this trend in the national assessment landscape.

Room 30

### Rethinking Assessment from Product to Process, from Self-Assessment to E-portfolios, from Information Literacy Skills to Global Competencies

**Melda Yildiz**, **Kimberly McDonald**, **Victoria Swanson**, **Julius Wangiwang**, **Jing Yang**, **Mustafa A. Mustafa**, Eastern International College

This session is based on our participatory action research project. Deans, librarians, faculty and assessment coordinators collaborated on rethinking the assessment for our institution from process to product. We explored innovative strategies, transdisciplinary approaches and methods, and redesigned our courses and program assessment rubrics and competency checklists, integrating global competencies, media, and information literacy skills.

Room 32

### How to Use Meaningful Peer Institution Lists to Inform Institutional Decisions

**Linda Mallory**, U.S. Military Academy at West Point  
**Col. Holly West**, U.S. Military Academy at West Point

Peer institution lists can be invaluable sources for benchmarking institutional key performance indicators. However, these lists must be fair, realistic, and meaningful to be useful. In this presentation, participants will explore different strategies for developing peer institution lists; identifying aspirant institutions; and using the lists for benchmarking KPI's.

**11:15 a.m. - 12:30 p.m. - Rotunda**  
**Friday Keynote**



### Assessment, ANNY, and the Future of Institutional Effectiveness

**Sean McKittrick**, Middle State Commission on Higher Education

**12:30**

**Take-away Box Lunch**

## Logistics

### Shuttle

Shuttle service will be provided to and from the conference hotel, the *Courtyard Tarrytown Greenburgh*. The shuttle will depart from the front of the hotel at 7:45 and 8:30 a.m. on Wednesday and Thursday, and at 7:30 and 8:15 a.m. on Friday. The shuttle will return to the hotel in the afternoon from Mercy Hall at 5:00 and 5:45 p.m. on Wednesday and Thursday, and at 12:00 and 12:45 p.m. on Friday.

### Parking

Limited on-site parking is available on the Mercy College campus. Follow signs to the designated spots. Additional parking is available at the Greenburgh Hebrew Center located at 515 Broadway, Dobbs Ferry, NY 10522. The Center is located adjacent to the Mercy campus and is accessible via frequent shuttle service between the lot and the campus from 7:30 a.m. to 8 p.m., Tuesday through Thursday.

### Train

Train service is available via the Metro-North's Hudson Line by disembarking at the Ardsley-on-Hudson (Mercy College) station. Upon arrival at the station, walk to your right up the hill, through the parking lot, and up the stairs (there will be a Mercy College sign). A shuttle will await to take you to the conference location, Mercy Hall. The shuttle is available at 8, 8:15 and 8:30 a.m. each morning. Shuttles are also available on Wednesday and Thursday afternoons at 5, 5:15 and 5:30 p.m., and on Friday at 12:30, 12:45 and 1 p.m. for return to the station. Trains depart approximately every 30 minutes to/from Grand Central Terminal during peak times in the morning and afternoon.

### Outings

Are you interested in mingling with colleagues at the end of the day or meeting up for dinner at one of the area's many fine restaurants? Sign-up sheets for dinner and other activities are available in the Rotunda at the Registration Desk.



## About ANNY

ANNY is a registered 501(c)(3) organization. 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, newsletters, workshops, and other means;
- Creating networking opportunities for its members; and
- 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.

## ANNY Board of Directors

### President

**Michael A. Heel**, Monroe Community College

### Vice President

**Raymond Galinski**, Lehman College, CUNY

### Treasurer

**Lauren Tacke-Cushing**, Suffolk Community College

### Secretary

**Victoria M. Ferrara**, Mercy College

**Robert Karp**, SUNY Plattsburgh

**Dorothy (Dee) Lafflin**, Suffolk Community College

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

**Virginia Mansfield-Richardson**, Ithaca College

**Deborah Moeckel**, SUNY System Administration

**Karen Moronski-Chapman**, Daemen College

**Susan Parry**, Rockland Community College

**Karen O'Quin**, Buffalo State College, SUNY

**Nicole Strevell**, Columbia-Greene Community College

## Acknowledgements

The Board of Directors would like to thank our host, Mercy College. A lot of behind the scenes work went into planning the 3rd annual conference and without the support and assistance of Mercy College's staff, this event would not have been possible.

A special thank you to our sponsors, LiveText, Nuventive, and TaskStream for their continued support of ANNY.

And of course, a big thank you to our speakers, presenters, and attendees for making the annual conference vibrant and informative.



[www.assessmentnetworkny.org](http://www.assessmentnetworkny.org)