



ANNY Workshops & Conference, April 8-10, 2013

“Assessment – A View from the Ground: Practicing Meaningful Assessment”

PROGRAM OF EVENTS

Monday, April 8, 2013

8:00 am Registration Open

Please be aware that the United States Military Academy is not an open campus. Attendees will not be allowed access to the campus prior to 8:00 am. Please plan accordingly.

8:30 – 9:15 am Continental Breakfast Available

9:15 – 12:00 noon Pre-Conference Workshops

Workshop A1: “Institutional Assessment: Beyond the Classroom”

9:15-10:30am

Led by: *Michael Christakis, Ph.D., University of Albany*

John Homburger, SUNY Plattsburgh

Linda Sturges, Ph.D., SUNY Maritime College

Michael Daly, Fulton-Montgomery Community College

The panel presentation will address the need and challenges of conducting institutional assessment, consistent with the expectations identified in Middle States Standard 7. Panelists represent non-curricular administrative areas engaged in identifying appropriate assessment of administrative functions on their respective campuses. Panelists represent academic support services, student affairs and administrative affairs at three distinctly different college campuses. Panelists will share their insights on engaging in effective administrative assessment. Participants will be asked to share their experiences with administrative assessment as well as provide questions to panelists based on their experience in engaging in (or not engaging in) the assessment of administrative areas.

Workshop A2: “A No-Nonsense Approach to Improve Program- and Course-Level Outcomes”

10:45-12:00pm

Led by: *Mosen Auryan, Ph.D., Hunter College, CUNY*

In this presentation, I will discuss and compare two interpretations of student learning outcomes in the field of Assessment – restrictive vs. broad definition. While the former interpretation limits one’s ability to conduct authentic evaluation, the latter opens up many possibilities to ask meaningful evaluation questions. Relying on the broader interpretation of student learning outcomes, I will then introduce a 2X2 segmentation paradigm for categorizing students and evaluating outcomes.

Workshop B: “Assessing a New Paradigm – Interdisciplinary Learning Focused on Global Problems”

9:15-12:00pm
(break 10:30-10:45)

Led by: *Gerald Kobylski, Ph.D., U.S. Military Academy*
Charles Elliott, Ph.D., U.S. Military Academy
David Gohlich, U.S. Military Academy
Craig Morrow, Ph.D., U.S. Military Academy
Elizabeth Olcese, cadet, U.S. Military Academy
Diane Ryan, Ph.D., U.S. Military Academy
Susan Schwartz, U.S. Military Academy
Joseph Shannon, Ph.D., U.S. Military Academy
Nicholas Talbot, U.S. Military Academy
Christopher Weld, U.S. Military Academy
Nicholas Wright, cadet, U.S. Military Academy

There has been an explosion of interdisciplinary offerings at institutions of higher education over the last few years indicating its growing importance. Many schools are now adding interdisciplinary and integrative goals to their academic programs; however, assessing these innovative efforts has proven challenging. Faculty members at the U.S. Military Academy at West Point are in the beginning stages of implementing an ambitious interdisciplinary program involving 15 general education courses. The primary goal of this workshop is for participants to gain a better understanding of how to assess an interdisciplinary paradigm at the course, program, and institution levels. We will first briefly highlight a framework which can serve as a guide for others in developing and assessing an interdisciplinary program. Participants will then discuss and evaluate three assessment activities including formative writing assignments, student and faculty surveys, and comprehensive interdisciplinary capstone events, and will be asked to develop their own rubric for similar activities. Material will be appropriate and of interest to faculty/staff of varying levels of expertise in assessment, and to those who are responsible for assessment at the course, program, and institution levels.

Workshop C: “Using Assessment to Enhance Teaching Effectiveness and Measure Student Learning”

9:15-12:00pm
(break 10:30-10:45)

Led by: Jason Adsit, Ph.D. University of Rochester

The aim of this workshop is threefold:

- (1) **to discuss the latest research on student learning assessment.** We will explore some of the key trends that are happening in the field, and examine the results of some promising large-scale assessment-related research programs.
- (2) **to examine several promising models of course- and program-level assessment.** In addition to reviewing some of the core elements of any sound assessment system, we will also review some specific examples from academic departments in the humanities, social sciences, natural sciences, and professional schools.
- (3) **to provide participants with practical resources for assessing student learning.** We’ll move beyond the ‘why’ and ‘what’ of assessment, and spend a considerable amount of time on the ‘how’ – i.e., How do I get started? Where to begin? What steps should I take to implement course-based assessment and program-level assessment? What are the potential roadblocks? What resources are out there to help me?

12:15 – 1:15pm Buffet Lunch and Roundtable Discussions

- TABLE 1: Royce Robertson – Ivy Bridge College of Tiffin
“TaskStream User Group: Grounded through Networking”
- TABLE 2: Michele Dornisch, Donna Tuman & SeungYeon Lee – Long Island University
“The Diffusion of Outcomes Assessment Through Engaged Faculty: Success in the Art Department”
- TABLE 3: Dorothy Laffin & Donna Ciampa – Suffolk County Community College
“Enhancing Academic Excellence through Systematic Assessment: Suffolk County Community College’s New Five-Year Action Plan for Assessing Program-Level Student Learning Outcomes”
- TABLE 4: Michael Heel, Monroe Community College
“Utilizing Internal Review Committees for Effective Assessment”
- TABLE 5: Patricia Francis, SUNY Oneonta & Rosalyn Lindner, Buffalo State College
“Survival Strategies for Middle States Standards 7 and 14”

1:45 – 3:00 pm

Plenary Presentation

***“I closed the loop, what do you mean there is more to do?” --
Keeping Assessment Meaningful and Moving Forward”***

Presenter: *Jodi Levine Laufgraben, Ph.D., Temple University*

Often the faculty and professional staff of an institution experience such an intense push to get assessment started that people are tired or unsure about what they are expected to sustain. This is particularly true of schools under progress or monitoring report requirements. Dr. Laufgraben will discuss ways to make assessment manageable and purposeful and moving forward, even after a review team has left campus or an accreditation report has been submitted.

3:15 – 4:30 pm

Plenary Workshop

“Twenty Questions – What You Really Want to Ask About Assessment”

Led by: *Jodi Levine Laufgraben, Ph.D., Temple University*

This interactive discussion will focus on the burning questions you have about assessment. Is the rubric I developed good enough? How can we use surveys as direct measures of student learning? How can we assess what graduating seniors have learned if we do not have a capstone course? To enter the session, each participant will write down one question they have about assessment. Question by question we will discuss how we can conduct quality and meaningful assessment of student learning.

4:30 – 5:30 pm Evening Reception and Poster Sessions

Amanda Finch – SUNY Oneonta
“Assessing Assessment: How Guidelines Evolve for Institutional Improvement”

Ann Monroe-Baillargeon & Corrie Burdick, Alfred University
“From Paper to Technology in Field Experience Data Collection”

Karen O’Quin & Shannon Budin, Buffalo State College
“Writing the Self-Study Chapter for Middle States’ Standard 14”

Paul Bowdre – SUNY Canton
“Incorporating Implementation Fidelity into the Outcomes Assessment Cycle”

F. Daniel Vogt & Donald F. Slish – SUNY Plattsburgh
“Programmatic Evaluation by Student Assessment: A Model for Academic Departments”

Stephen A. Lewandowski – U.S. Military Academy
“Assessment of Tablet Use in an Environmental Science Course”

Theresa Russo & Bill Wilkerson, SUNY Oneonta
“Using Institutional Assessment Data to Promote Faculty Development”

Christopher Weld – U.S. Military Academy
“Listen to this! Utilizing Audio Recordings to Improve Instructor Feedback on Writing in Mathematics.”

Mimi Steadman – Daemen College
“Exploring the Degree Qualifications Profile”

Susan Parry – Rockland Community College
“All Aboard the Student Learning Outcomes Assessment Train!”

5:30 pm Dinner “on-your-own”

6:00 pm ANNY Board of Directors Dinner Meeting

Tuesday, April 9, 2013

8:00 am Registration Open

Please be aware that the United States Military Academy is not an open campus. Attendees will not be allowed access to the campus prior to 8:00 am. Please plan accordingly.

8:30 – 9:15 am Continental Breakfast Available

9:30 – 10:30 am Concurrent Sessions 1

TRACK A: Graham Glynn & Victoria Ferrara, Mercy College
“The Big Picture: Student Learning Outcomes and Grading”

TRACK B: Kevin Barrett, Rockland Community College
“One Department’s Assessment Plan”

TRACK C: Curt Nasser, Axiom Education
“Introducing Mentor”

TRACK D: Viktoria Popova-Gonci, SUNY Empire State & Monica Lamb, Cablevision
“Techniques for Assimilating, Expressing and Assessing Structural Learning in Higher Education”

10:45 – 11:45 am Concurrent Sessions 2

TRACK A: Sara Haden, Melissa Antinori & Susan Carr, Long Island University
“An Approach to Engaging Faculty in the Assessment Process”

TRACK B: Lt. Col. Mark Smith & Major Andrew Pfluger, U.S. Military Academy
“Assessing Student Learning and Institutional Effectiveness in Promoting Environmental Behavior”

TRACK C: Christopher Jackson, Council for Aid to Education
“Introducing CLA+: A Student-Level Version of the CLA”

TRACK D: Deborah Klesenski, Jeffrey Riman & Elaine Maldonado, Fashion Inst. of Tech.
“Keeping ‘soul’ in the arts: Pathways to Assessing Creative Activity”

12:00 – 1:30 pm Buffet Lunch, and ANNY Business Meeting

1:45 – 2:45 pm Concurrent Sessions 3

- TRACK A: Jennifer Fisler & Susan Donat, Messiah College (PA)
“Applying Change Leadership to Assessment Work”
- TRACK B: Beth VanWinkle, Finger Lakes Community College &
Brian Donohue-Lynch, Connecticut State Colleges and Universities System
“In the Trenches-Desperate for Tools”
- TRACK C: John Miller, Nuventive with Caroline Burns, Suffolk County Community College
“A Community College’s Journey to Quality Online Assessment”
- TRACK D: Carol Van Zile-Tamsen & Michael E. Ryan, SUNY Buffalo
“Assessing our Assessment: Using Rubrics to Evaluate Assessment
Plans/Reports & Communicate Feedback”

3:00 – 4:00 pm Concurrent Sessions 4

- TRACK A: Lisa Christenson, Skidmore College
“Teaching and Assessing Effective Communication: A Campus-wide Writing
Initiative”
- TRACK B: Linda Mallory & Capt. Mike Harrison, U.S. Military Academy
“Encouraging Active Learning: Assessing the Effectiveness of Reading Journals”
- TRACK C: Dara Wexler, TaskStream
“The Next Step in Effective Assessment: Using Data to Drive Improvement”
- TRACK D: Ann Monroe-Baillargeon, Alfred University
“Building an Assessment System: Where do we Begin?”

4:00 – 5:15 pm Concurrent Sessions 5

- TRACK A: Leah Bradley, Sandi Connelly, Elizabeth Hane & Anne Wahl, R.I.T.
“Assessment is a Team Sport”
- TRACK B: Richard LaManna, Bronx Community College, CUNY
“Closing the Loop: Using Embedded Questions to Reveal Student Learning”
- TRACK C: Informal Vendor Consultations: Axiom Education, Nuventive, TaskStream
- TRACK D: Deborah Moeckel with Nancy Willie-Schiff & Kim Scalzo, SUNY; and
Stephen Light, SUNY Plattsburgh
“Being Successful with Middle States Standards 7 & 14”

6:00 – 7:30 pm Buffet Dinner

Wednesday, April 10, 2013

7:30 am Registration Open

Please be aware that the United States Military Academy is not an open campus. Attendees will not be allowed access to the campus prior to 7:30 am. Please plan accordingly.

7:30 – 8:15 am Continental Breakfast Available

8:30 – 9:30 am Concurrent Sessions 6

TRACK A: Royce Robertson, Ivy Bridge College of Tiffin
“AMS from the Ground Up”

TRACK B: Lion F. Gardiner, Rutgers University
“Using Assessment to Increase the Level of Urgency for Change on Campus”

TRACK D: Moshe Adler – SUNY Empire State
“Findings vs Interpretation in ‘The Long-Term Impacts of Teachers’
by Chetty, et. al.”

9:45 – 10:45 am Concurrent Sessions 7

TRACK A: Glynis Pereyra, Long Island University
“What do College Seniors Know (and how can we find out)? End of Program
Evaluation”

TRACK B: Maj. Russell B. Thomas, U.S. Military Academy
“Remodeling Class Preparation Activities to Leverage Technology”

TRACK C: Curt Nasser, Axiom Education
“Introducing Mentor”

TRACK D: Janka Szilagyi, Allison Wright & Katherine LaLonde, SUNY Brockport
“Course-Based Key Assessment -- Creating Consistency Across An Academic
Program”

11:00 – 12:00 noon Concurrent Sessions 8

TRACK A: Barbara Ward Klein, St. Thomas Aquinas
“Sustaining Academic and Institutional Assessment”

TRACK B: Nathaniel Pugh Jr, Christopher Shults & Mary M. Reese, Suffolk County CC
“Analyzing Transactions as an Assessment Tool-Strengthening Assessment in
Administrative and Educational (AES) Support Units”

TRACK D: Nasrin Fatima, SUNY Binghamton
“Assessment 101: A Practical Guide How to Write and Assessment Learning
Outcomes in Student Affairs”

12:15 pm Adjournment & Lunch-to-Go

Packed box lunches will be made available at the conclusion of Session 8.

*Please note that we cannot honor special requests for these meals to be prepared
or made available to attendees at an earlier time in the day.*

ANNY's Board of Directors would like to thank and recognize our vendor sponsors:



Council for Aid to Education

MENTOR
by axiomeducation

Assessment at the point of learning!