



CONFERENCE

ENGAGING FACULTY IN STUDENT LEARNING ASSESSMENT

July 21 - 23, 2014
Cambridge, MA



ai ACADEMIC
IMPRESSIONS



Engage faculty in building an institutional culture of effective student learning assessment

OVERVIEW

Developing a program and culture of effective student learning assessment is extremely challenging without the support and involvement of your institution's faculty. Getting faculty involved in assessment can both improve student learning and help administrators communicate assessment results to stakeholders. Developing your own strategy tailored to both internal competencies and external requirements will allow you to build a truly comprehensive and sustainable culture of assessment.

Join our assessment experts in Cambridge to identify approaches to creating a culture of improvement-oriented assessment at your institution while meeting the growing demands of accreditors, government agencies, and other external stakeholders.

BRING YOUR TEAM

Building a culture of student learning assessment does not happen in a vacuum and requires a cross-campus effort to be effective. Accordingly, we encourage you to bring your team of:

- Coordinators and Facilitators of Student Learning Assessment
- Institutional Researchers
- Institutional Effectiveness Professionals
- Faculty and Academic Administrators

To encourage team participation, when you register 2 people from your institution a 3rd can attend for half price!

LEARNING OUTCOME

After participating in this conference, you will be able to better engage your colleagues in assessment to demonstrate and improve student learning.

[CLICK HERE TO REGISTER](#)



WHAT YOU WILL LEARN

Our team of instructors will present information on the following:

- Assessment challenges from the perspectives of accountability and professional competence
- Engaging faculty and students in assessment that promotes more effective teaching and more profound learning
- The evolving role of the federal and state governments and regional accrediting agencies
- Specific strategies for meeting regional accreditation requirements
- Methods to involve faculty in selecting and implementing assessment tools and resources
- How to document improvement in student learning, persistence, and completion, as well as how to ensure transparency in the results

PRE-CONFERENCE WORKSHOP

Assessment of General Education and Academic Programs

The learning that students do in general education has been difficult to assess, partly because general education courses enter the curriculum in so many different ways. This interactive workshop will outline some assessment devices for separately assessing the major and general education.

POST CONFERENCE WORKSHOP

Integrating Assessment in Faculty Roles and Governance



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AGENDA

MONDAY, JULY 21, 2014

PRE-CONFERENCE WORKSHOP: ASSESSMENT OF GENERAL EDUCATION AND ACADEMIC PROGRAMS

- 8:00 - 9:00 a.m.** Registration and continental breakfast for pre-conference workshop attendees (included in workshop registration fee)

- 9:00 a.m. - 12:00 p.m.** Pre-Conference Workshop: Assessment of General Education and Academic Programs

The learning that students do in general education has been difficult to assess, partly because general education courses enter the curriculum in so many different ways (e.g., scattered throughout, 2+2, articulation agreements, summer bridges, capstones). Also, little broad agreement exists as to what actually makes these courses important: Do they represent a canon of knowledge, a set of skills, readiness for the major, or simply a certain number of credits? Thus, the teaching, learning, and assessing of such things as critical thinking, writing, and speaking have, lamentably, become separated from the major.

This interactive workshop will outline some assessment devices for separately assessing the major and general education. Nevertheless, our core efforts will focus on using low cost, low effort, turn-key tools to assess general education within the disciplines. This approach saves time, money, and energy for the faculty and for the institution. Significantly, this assessment approach also leads to improved student learning of both general education and the major field of study.

- 12:00 - 1:00 p.m.** Lunch for pre-conference workshop attendees (included in workshop registration fee)

- 12:00 - 1:00 p.m.** Registration for main conference

- 1:00 - 2:30 p.m.** Welcome, opening remarks, and assessment discussion

After introducing the program, we explore your assessment challenges and how the conference might address them. Following that, we'll have an open discussion about the assessment readings that will be sent out to you in advance of the conference. These readings will serve as a framework for the entire conference. Your instructors will strategically pick these readings on management of assessment and engagement of faculty.

- 2:30 - 2:45 p.m.** Break

- 2:45 - 4:45 p.m.** Faculty Engagement and Development

This interactive session will address the most effective techniques in faculty engagement for assessment. The session will focus on identifying a range of approaches that could be employed for different groups of faculty or within different institutional cultures. We will focus on developing action plans and specific strategies for implementation.

- 5:00 - 6:00 p.m.** Networking reception (included in registration fee)



AGENDA

TUESDAY, JULY 22, 2014

- 8:30 - 9:00 a.m.** Continental breakfast (included in registration fee)
- 9:00 - 10:30 a.m.** Selecting Tools and Techniques for Assessing the Quality of Learning
Selecting the appropriate tools for assessing academic programs and student learning can be challenging. In the past decade, a wide range of assessment resources have become available, including general and field-specific examinations and performance assessments, survey instruments related to student experiences, software tools, and platforms for collecting and organizing assessment results. This session explores the range of options available and examines criteria for deciding whether to use externally available tools and resources or develop assessment instruments and resources locally. Additionally, we'll discuss effective ways to involve faculty and students in selecting and implementing assessment tools and resources.
- 10:30 - 10:45 a.m.** Morning break
- 10:45 a.m. - 12:00 p.m.** Using Online Assessment Management Systems and Benchmarking Tools
Implementing an effective Assessment Management System can help align assessment efforts across campus and build a more unified approach to reporting. It will also provide data for benchmarking programs and defining success. We will discuss the benefits and challenges of implementing these tools, examining the differences and advantages in each approach.
- 12:00 - 1:15 p.m.** Lunch (included in registration fee)
- 1:15 - 2:45 p.m.** Closing the Loop - Moving from Assessment to Implementation of Change
Following through on the findings from assessment is surprisingly difficult; yet, this is where the real benefit to the institution lies. We'll explore essential requirements for closing the loop and discuss strategies for ensuring that follow-through is built into the process from the start.
- 2:45 - 3:00 p.m.** Afternoon break
- 3:00 - 4:30 p.m.** Communicating Assessment and Accountability Results Clearly to Stakeholders
Institutional and programmatic assessment activities are often focused on the collection of data, but not always on reaching the right people or on using a format that is useful, engaging, and accessible. A weak report may cause a good project to get overlooked, have a negative impact on funding, or jeopardize accreditation.
While sharing some examples of effective and ineffective assessment reports, we'll offer simple guidelines for developing reporting strategies that will satisfy both internal and external stakeholders.



AGENDA

WEDNESDAY, JULY 23, 2014

8:00 - 8:30 a.m. Continental breakfast (included in registration fee)

8:30 - 10:00 a.m. Engaging Students and External Stakeholders in Assessment

Incorporating students into the university-wide assessment process has many benefits. By engaging these students throughout the process the students become key stakeholders and can fill important roles throughout the process. This session will offer strategies and value for engaging students in assessment as well as approaches for incorporating external stakeholders input to help improve assessment.

10:00 - 10:15 a.m. Break

10:15 - 11:30 a.m. Aligning Assessment in Institutional Reward Systems

Faculty and professional staff have intrinsic values for engaging in their work as responsible professionals. However, external compliance "threats" and internal incentive and reward systems often work against these values; they direct time and attention to other priorities. This session will produce strategies for weaving assessment language and incentives into the appraisal of not only faculty, but deans and department chairs as well.

11:30 a.m. - 12:00 p.m. Final interactive session/wrap-up and final Q&A

OPTIONAL POST CONFERENCE WORKSHOP: INTEGRATING ASSESSMENT IN FACULTY ROLES AND GOVERNANCE

12:00 - 1:00 p.m. Lunch (included in workshop registration fee) for post-conference attendees

1:00 - 4:00 p.m. Post Conference Workshop: Integrating Assessment in Faculty Roles and Governance

If not explicitly acknowledged and planned for in advance, structural barriers within institutions often hinder the development of a sustainable culture of assessment. The process of mitigating those barriers should move forward simultaneously at the institutional level and the individual faculty level. Institutional leaders must place a focus on effectively defining the roles and partnership in which individual faculty, departments, faculty governance, centers for teaching, learning and assessment, and senior academic administration work together to maximize effectiveness. This interactive workshop will examine systems, norms, and strategies used to embed assessment into the cross campus structures and make it part of the cultural fabric of the institution. We will identify best practices for building this culture by addressing five key roles:

- Providing pervasive support through the Center for Teaching and Learning and Assessment
- Creating a guiding vision of creative assessment through the Office of Academic Affairs
- Allocating resources to align the institutions assessment goals with the mission of the academic department
- Maintaining rigor and building a culture of assessment through purposeful faculty governance
- Leveraging information technology to assist in managing workload

4:00 - 4:30 p.m. Post-Conference wrap-up



INSTRUCTORS



DOUGLAS EDER, PH.D. / Emeritus*Southern Illinois University Edwardsville*

Doug is emeritus at SIUE and formerly served in higher academic administration at Arizona State University and the University of North Florida. Most recently, he held the interim title of “assessment coach” at Purdue. Doug was first a “pure” faculty member in medical physiology and biophysics and came into assessment at its beginnings in the 1980s. At SIUE, he midwived the nationally recognized Senior Assignment and has subsequently visited over 135 institutions of higher learning to assist with issues in assessment and re-accreditation. He served as visiting distinguished scholar at Hamilton College, continues to work with institutions of higher learning, and presents and publishes in both his academic discipline and in assessment.



J. JOSEPH HOEY, ED.D. / Vice President, Accreditation Relations and Policy*Bridgepoint Education*

Dr. J. Joseph Hoey, IV currently serves as Vice President for Accreditation Relations and Policy for Bridgepoint Education in San Diego, where his portfolio includes include regional and specialized accreditation and policy related to accreditation. Joseph holds an Ed.D. from North Carolina State University, a Master of Music from Florida State University, and BA in Music from UC San Diego. His career of nearly two decades in the performing arts has been followed by over 24 years of experience in assessment, institutional effectiveness, accreditation, and planning. His published research encompasses engineering program assessment, graduate program assessment, academic program review, building trust in assessment processes, alumni and employer feedback, validating student engagement research, community college transfer, and evaluation of online academic programs. He is co-authors with Jill Ferguson and David Chase of the forthcoming volume, *Assessment at Creative Institutions: Quantifying and Qualifying the Aesthetic*, to be published in 2014 by Common Ground.



INSTRUCTORS



JILLIAN KINZIE, PH.D. / Associate Director

Indiana University Center for Postsecondary Research

Jillian Kinzie conducts research and leads project activities on effective use of student engagement data to improve educational quality and serves as senior scholar on the National Institute for Learning Outcomes Assessment (NILOA) project, an initiative to study assessment in higher education and assist institutions and others in adopting promising practices in the assessment of college student learning outcomes. She served on the faculty of Indiana University and coordinated the University's master's program in higher education and student affairs, and worked as a researcher and administrator in academic and student affairs at Miami University and Case Western Reserve University.

Jillian is co-author of *Student Success in College: Creating Conditions that Matter* (Jossey-Bass, 2005/2010); and *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice* (Routledge, 2008/2014).



HOTEL RESERVATIONS

The conference will be held at:

Hyatt Regency Cambridge
575 Memorial Drive
Cambridge MA 02139



To reserve your room, call (617) 492-1234. Please indicate that you are with the Academic Impressions group to receive the room rate of \$189 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of July 20, 21, 22. Reservations must be made by June 30, 2014. There are a limited number of rooms available at the conference rate. Please make your reservations early.

Sophisticated and contemporary, Hyatt Regency Cambridge is a stylish hotel overlooking the Boston skyline. A proud recipient of the AAA Four Diamond Award, our Cambridge hotel is adjacent to the scenic Charles River.

Nestled between legendary colleges and universities such as Harvard, MIT, Boston University and Boston College and conveniently located just minutes from AT&T, Yahoo, Amazon, and other local businesses, our Cambridge hotel is the ideal place to conduct business or enjoy a leisurely visit to Boston. Our hotel blends the city's intellectual vitality with the quaint charm of Cambridge. Enjoy our charming guestrooms, luminous public spaces, and seasonal outdoor patio and courtyard. Personalized VIP services, complimentary shuttle service, and our rewarding Hyatt Gold Passport program are a few of the benefits that await you. Enjoy seasonal New England cuisine at Zephyr on the Charles, offering sweeping views of Boston's Charles River. Sit back and relax on our outdoor seasonal patio or sip a cocktail at the Zephyr Lounge.



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Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.

Register online at www.academicimpressions.com

REGISTRATION FEES

Your registration fee includes: Full access to all conference sessions and materials, access to the networking reception on Monday, breakfast and lunch on Tuesday, and breakfast on Wednesday, as well as refreshments and snacks throughout the conference.

Best Values

Conference + Pre-Conference and Post-Conference Workshops - \$1795 USD (\$300 corporate surcharge)
 __ # of attendees

Conference + one conference workshop \$1495 USD
 __ # of attendees
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Total_____

Conference

Conference only - \$1195 USD (\$300 corporate surcharge)
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Pre-Conference workshop only - \$395 USD
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ATTEND AS A TEAM - remember, when 2 members of the same institution register, a 3rd registration is 1/2 off.

EARLY BIRD PRICING

Postmarked on or before July 11, 2014. For registrations postmarked after July 11, 2014, an additional \$100 fee per registrant applies.

Visit our website to register online:

<http://www.academicimpressions.com/conference/engaging-faculty-student-learning-assessment-july-2014>



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Print Name

Job Title

Institution/Organization

What name do you prefer on your name badge?

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IF THIS CONFERENCE PARTICIPANT HAS ANY DIETARY OR ACCESSIBILITY NEEDS, PLEASE LIST THEM IN THE SPACE BELOW. WE WILL DO OUR BEST TO ACCOMMODATE THESE NEEDS.

How did you hear about this event? (email from AI, ACPA, colleague forwarded email, *The Chronicle*, etc.) _____

If you would like us to send a copy of your registration confirmation or receipt to someone else, please complete this section

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Contact Phone

Additional Contact Email

Additional Contact Title

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- My check is included and covers _____ registration(s) Check # _____
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Please note that if you do not attend and you do not contact us in advance to cancel as described above, you are responsible for the entire payment. In case this event is cancelled, Academic Impressions' liability is limited to a refund of the registration fee only.

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