



**New England College
Virtual Assessment Conference
Program Schedule**

June 2, 2022

12:00-1:00

Keynote Presentation

[Recording Link](#)

Dr. Amelia Parnell



Amelia Parnell is vice president for research and policy at NASPA – Student Affairs Administrators in Higher Education, where she leads many of the Association’s scholarly and advocacy-focused activities. Amelia’s policy and practitioner experiences include prior roles in association management, legislative policy analysis, internal audit, and TRIO programs.

Amelia writes and speaks frequently about topics related to student affairs, college affordability, student learning outcomes, leadership in higher education, and institutions’ use of data and analytics. She is the author of the new book, *You Are a Data Person: Strategies for Using Analytics on Campus* and host of the new podcast, *Speaking of College*.

Amelia currently serves on the board of directors for EDUCAUSE and is an advisor to several other higher education organizations. She holds a Ph.D. in higher education from Florida State University and masters and bachelor’s degrees in business administration from Florida A & M University.

Using Assessment to Promote Learning and Equity

REFRAMING ASSESSMENT TO CENTER EQUITY
THEORIES, MODELS, AND PRACTICES
EDITED BY GAVIN W. HENNING, GLAZINA R. BAKER, NATASHA A. JENKOWSKI, ANNE E. LANDQUIST AND ERIC MONTENEGRO
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YOU ARE A data person
Strategies for Using Analytics on Campus
Amelia Parnell
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ADVANCING ASSESSMENT FOR STUDENT SUCCESS
Supporting Learning by Creating Connections Across Assessment, Teaching, Curriculum, and Curriculum in Collaboration With Our Colleagues and Our Students
Amy Driscoll, Swarup Wood, Dan Shapiro and Nelson Graff
Foreword by Peggy L. Maki
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1:15pm – 2:00pm Session I Presentations

Being an Assessment Coach, Mentor, and Director

[Video Recording](#)

[Presentation Materials](#)

Paul Antonellis¹

¹*Endicott College*

This workshop will focus on lessons learned from being an assessment coach, mentor, and director. The presenter will provide insight as to the administration and faculty perspective on receiving assessment coaching, mentoring, and directing from the office of Institutional Planning & Assessment, while creating a partnership of assessment in a shared governance environment. Learning outcomes for this session include 1) discuss lessons learned on creating a program assessment environment that is based on coaching, mentoring, and directing while respecting the shared governance process, 2) discuss the strengths and weaknesses of building a shared governance assessment process, and 3) describe lessons learned with new dean's, department chairs, and faculty as it pertains to program assessment.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff

Skill level: Intermediate, Advanced

Creative Partnerships Driving Institution-Wide Diversity, Equity, and Inclusion Assessment

[Presentation Materials](#)

Robert Fanuzzi¹, Manouchkathe Cassagnol¹, Karen Pennacchio¹, Anthony Marziliano¹, Marc Gillespie¹

¹*St. John's University*

Can you pinpoint and measure diversity/equity/inclusion learning goals? Assessment professionals know the importance of measuring equity outcomes. However, building them into programmatic assessment and institution's student learning outcomes can be a tougher task. St. John's University's partnership between its Office of Assessment and Academic Center for Equity and Inclusion shows how faculty can help drive equity assessment from the classroom and up to the programmatic level. Participants gain both equity tools for programmatic assessment and research background for incorporation.

Audience: Administrators, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate

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Practical Strategies for Developing Your Data Identity

[Video Recording](#)

[Presentation Materials](#)

Amelia Parnell¹

¹NASPA - Student Affairs Administrators in Higher Education

As a follow up to the keynote address, Dr. Parnell will describe how professionals can apply aspects of their data identity in their daily work. The session will provide additional details regarding the Data Identity Framework, including examples related to the framework's six primary components. Dr. Parnell will also offer suggestions for how professionals can collaborate with colleagues and contribute to a campus-wide data culture. The session will conclude with resources to help attendees develop their individual learning plans.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner

The Many Uses of CAS

[Video Recording](#)

[Presentation Materials](#)

Jen Wells¹, Dan Bureau²

¹Kennesaw State University, ²Louisiana State University

CAS provides valuable tools and resources for continuous improvement and quality enhancement. The goal of this session is to introduce participants to the many uses of CAS. The focus is not on program review, but rather how the CAS Standards can be applied to program and service creation, learning outcome assessment, faculty and staff development, graduate education, resource allocation, strategic planning, and accreditation/grant applications. In this session, the presenters will share an overview and examples from practice for each of these uses. Participants will be given time to plan for application to their roles and institutions.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate, Advanced

Exploring the Cultivation of Intrapersonal Competencies Amongst Pre-FTIC Students and the Role that Educational Institutions Play

[Video Recording](#)

Nasima Subedi¹, Haein Won¹

¹The University of Texas at Arlington

This study measured cultivation of intrapersonal competencies in a summer experience among a group of diverse pre-FTIC students by analyzing pre- and post-intrapersonal competency questionnaires. The results were then disaggregated by identities to report

significant changes in students' competencies as a result of the program. Through data visualization and disaggregated inferential analysis, institutional leaders can utilize these findings to avoid equity gaps that often occur in the first semester of a student's experience.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate

Asset-Minded Overview of Student Diversity

[Video Recording](#)

[Presentation Materials](#)

Katie Busby¹, JuWan Robinson², Norris "EJ" Edney¹

¹University of Mississippi, ²Auburn University

The college student population is becoming more diverse, and it is incumbent upon assessment professionals to engage in practices that reflect the variety of needs of this diverse group of learners. An asset-minded perspective enables faculty and staff to understand student achievement by asking better questions and engaging more effectively in work that promotes equity and inclusion. Participants in this session will be able to define asset-minded perspective, apply techniques to shift inquiry from a deficit mindset to an asset mindset, and identify opportunities to apply an asset-minded approach in their learning environment.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner/ Intermediate, Advanced

Assessing from Within: The Inquiry-based Praxis Model

[Video Recording](#)

[Presentation Materials](#)

Dana Malone¹, James Breslin²

¹Independent Scholar, ²Bellarmino University

This session provides an introduction and overview of a new assessment planning framework, the Inquiry-Based Praxis Model (IPM). Offering a highly flexible and adaptable set of conceptual and practical ways to thread assessment into the work and leadership of any department, we explore how this evolution in assessment practice can enhance and expand your work. In this session, participants will learn how the IPM builds on established assessment concepts, explore foundational model components, and review key practical elements that direct all assessment endeavors. Implementing this model in our work has resulted in increases in student outcomes and institutional funding/support.

Audience: Administrators, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate

2:15pm – 3:00pm

Session II Presentations

Assessment 101: The Basics to Success

[Video Recording](#)

[Presentation Materials](#)

Cindy Cogswell¹, Robert Aaron²

¹Ohio University, ²Northwestern University

This workshop provides an introduction to the basics of assessing student learning for any administrator, faculty member, or other educator. Topics include: (1) the language of assessment; (2) the assessment cycle; (3) choosing appropriate direct and indirect assessment methods, and (4) the purposes of out of the classroom assessment. At each step, participants will discuss good practices, common misunderstandings, and pitfalls to avoid.

Audience: Student Affairs Staff

Skill level: Beginner

Optimizing Feedback on Program Learning Outcomes Plans and Reports to Promote Improvement

[Video Recording](#)

[Presentation Materials](#)

Mike Rudolph¹, John Eric Lingat², Kaitlyn Mathews³

¹Lincoln Memorial University School of Medical Sciences, ²U.S. Government, ³University of Kentucky

This session focuses on principles of effective feedback on program learning outcome (PLO) assessment plans and reports - an essential aspect of a successful, campus-wide process. It begins with a brief overview of theories related to providing quality student feedback, which, combined with the presenters' experience, will be shared as a series of specific recommendations for structuring PLO feedback. Examples will be provided in addition to opportunities for participants to practice and discuss. Takeaways from a focus group and survey conducted with faculty on their perceptions of the feedback they received following these recommendations will also be shared.

Audience: Administrators, Assessment/Institutional Effectiveness Staff

Skill level: Intermediate, Advanced

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Introducing the Efficiency-Utilization Scale: A New Program & Service Assessment Tool

[Video Recording](#)

[Presentation Materials](#)

Terry Jackson, Jr.¹

¹*Illinois State University*

The student affairs profession has always needed effective assessment tools. With the decline of government financial support and operating after the COVID-19 pandemic makes this the perfect time to introduce new assessment tools to improve our assessment practices. The presenter introduces the Efficiency-Utilization Scale and highlights how the tool can be applied to practice to gauge utilization of programs and services while promoting efficiency of resources.

Audience: Administrators, Faculty

Skill level: Intermediate

Assessing Student Basic Needs: A Mixed Methods Insights-to-Action Approach

[Video Recording](#)

[Presentation Materials](#)

Kendra Thompson-Dyck¹, Lucas Schalewski

¹*University of Arizona*

Addressing college student food and housing insecurity requires effective assessment practices that ‘close the loop’ to translate data-informed insights into actionable recommendations. Emphasizing equity-centered practices, we deliver a framework for a basic needs assessment for translating insights-to-action at a public, four-year Hispanic Serving Institution that can be adopted at other institutions. Participants will leave with a sample timeline, multi-modal methods (survey, focus groups, feedback presentations), example deliverables, and strategies to effectively deliver insights to key audiences and stakeholders to expand institutional basic needs infrastructure within an equity-minded approach.

Audience: Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate

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An Examination of the Orientation Counselor (OC) Student Selection Process

[Presentation Materials](#)

Elissa Brooks Nelson¹, Jordan Holliday-Millard¹

¹*University of North Carolina Charlotte*

This session will include an introduction into why this project was important for the department to assess whether there was evidence of bias in the OC selection process and the importance of promoting an equitable hiring/selection process moving forward. It is important to note that while this presentation will be focused on a specific unit within student affairs, the methodology we used can be easily applied to other programs/units with similar questions around identifying bias in hiring/selection processes. We will also discuss how we will use results to improve the OC selection process moving forward.

Audience: Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate, Advanced

Anthology & Blackboard Assessment – Bringing Efficiencies to Support Your Assessment Processes

[Video Recording](#)

[Presentation Materials](#)

Ruth Newberry¹, Jenna Ralicki²

¹*Blackboard*, ²*Anthology*

No matter what LMS you have, join this session to learn how Anthology and Blackboard can help streamline your assessment data collection, review, and analyses processes and overall management of your institutional, program, and accreditation improvement actions, monitoring, and reporting needs. We will showcase the Anthology and Blackboard technologies that support the variety of assessment requirements and approaches used by institutions and the services and support to help you effectively scale your adoption of these assessment technologies.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate, Advanced

Fun-damentals of Assessment for Faculty

[Video Recording](#)

[Presentation Materials](#)

Dennis A. Frey¹, Matthew Boyle¹, and Heidi Burgiel¹

¹*Lasell University*

In this session participants will discover (and perhaps re-discover) the joys that can be found in assessment work. After a brief overview of how assessment fits into curricular design and learning, the workshop will quickly turn to engaging with two case studies of assessment: one will relate to the assessment of a general education student learning outcome, and the other will relate to a discipline-specific student learning outcome. As participants make their way through these case studies, they will experience the entire assessment cycle from curriculum mapping to rubrics to revising an outcome.

3:15pm – 4:00pm Session III Presentations

Student Affairs Assessment: Nuanced Practice to Leverage Equity

[Video Recording](#)

[Presentation Materials](#)

Alice Mitchell¹, Kellie Dixon², Heather Strine-Patterson³, Leilani Kupo⁴, Heather Kind-Keppel⁵, Laura Sponsler⁶, Christina Paguyo⁷, Valentine Iturbe-LaGrave⁷

¹University of Maryland College Park, ²North Carolina A&T, ³Appalachian State University, ⁴University of Nevada Reno, ⁵Rosalind University of Medicine and Science, ⁶University of Denver, ⁷Google, Inc.

Student affairs assessment: Nuanced practice to leverage equity (June 2022) in the New Directions for Student Services series traces assessment development since the 1999 New Directions for Student Services publication Student affairs research, evaluation, and assessment: Structure and practice in an era of change (Gary Malaney, Editor). From that June 2022 publication, what are the essential nuggets needed to understand where assessment is headed now? Authors of selected chapters will present insights about assessment as a leadership process, assessment in an Indigenous context, and the vital role of inclusive learning as a necessary precondition for equity-centered assessment.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate

Reframing Assessment to Center Equity: Discussions on the Future of Assessment

[Video Recording](#)

[Presentation Materials](#)

Natasha Jankowski¹, Erick Montenegro², Anne Lundquist³, Gavin Henning⁴

¹Higher Education Consultant, ²Pell Institute, ³Hope Center, ⁴New England College

Conversations on equity and assessment, including roles, responsibilities, examples, and paradigms of thought have been unfolding across the field of assessment over the last several years. The inequitable experience of students throughout the COVID-19 pandemic has advanced equity conversations and moved practitioners to action to better the learning experience for some of our most historically hindered students. Drawing from a new book, this session provides an update on the landscape of equity and assessment discussions, shared various examples and considerations for practice, and positions the dialogue to continue as part of the ongoing identity development of assessment as a profession.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate

Walking the Walk: Assessing Curriculum for Diversity, Equity, and Inclusion

[Video Recording](#)

[Presentation Materials](#)

Alaina Pascarella¹

¹*University of Arizona Global Campus*

As student populations become more diverse, it is becoming important to carefully reflect on our curriculum as it relates to diversity, equity, and inclusion. Are we creating a learning environment where all students feel valued, welcomed, and heard? In this presentation, we will look at the Diversity, Equity, & Inclusion Course Audit rubric, developed by faculty and staff at the University of Arizona Global Campus, to not only celebrate our areas of strength but identify areas of opportunity and revise curriculum to create a more inclusive curriculum.

Audience: Administrators, Faculty

Skill level: Beginner

"Am I A Scientist"? Perceiving STEM Identity in URM Students

[Video Recording](#)

[Presentation Materials](#)

Jennifer Ackerman¹, Corbin Franklin²

¹*Texas A&M University*, ²*Graduate Student*

STEM students face issues in general, like stress, burnout, and academic struggles, and this is seen most often in students from underrepresented backgrounds. Based on the literature, there is a gap between STEM identity and imposter syndrome. How do students gain a sense of belonging on campus? What support systems are already in place? What do best practices for the STEM classroom look like? We aim to explore the literature surrounding imposter syndrome for students of color and STEM identity through this poster presentation through initiatives like self-care, trained mentors, and critical reflection.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff, Students

Skill level: Beginner, Intermediate, Advanced

Data-Driven Assessment Modeling of Community-University Partnership Data to Promote Growth

[Video Recording](#)

[Presentation Materials](#)

Kristin Medlin¹, Lauren Wendling¹

¹*Collaboratory*

What does it mean to have a “strong” relationship with a community partner? Using Collaboratory’s national dataset, we present a quantitative research project for assessing community-university partnerships to identify the key characteristics of partnership strength. Through these characteristics, institutions gain a better understanding of the ways that partnerships should be initiated and nurtured to encourage the growth of deeper community engagement. Such data also allows institutions to speak succinctly about and aggregate information on engagement activity into key metrics that help them better tell their story to those they value most - whether that be funders, collaborators, or the average citizen.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate, Advanced

Four Acts to Advance Equity with Student Affairs Assessment

[Video Recording](#)

Ciji Heiser¹, Joseph Levy²

¹*Western Michigan University*, ²*National Louis University*

This session focuses on using assessment to advance equity in higher education with specific application to student affairs work. We will discuss core tenets of equity-centered assessment practice and apply these tenants with a critical lens to guide traditionally established approaches to assessment. Together in this session, we will expand upon applications and opportunities throughout the assessment cycle to advance equity and provide content through four themes central to assessment work: asking the right questions, competency frameworks, data collection and analysis, and data interpretation and sharing. In addition to participatory discussion for application, participants will have ample opportunity for Q&A.

Audience: Administrators, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate

Systematic Assessment of Student Learning and Curriculum in Non-Accredited Programs

[Video Recording](#)

[Presentation Materials](#)

Anil Lalwani¹, Amanda Simpfenderfer¹

¹*University of Vermont*

Assessment and validation of learning objectives in non-accredited programs involves self-study procedures and protocols that are unique to individual institutions. Although, self-study processes can be reorganized to make assessment planning customizable for individual programs. Such systematic reorganizing can lead to ease in implementation of reporting protocols across campus and integration of any third-party assessment platforms that might be available for assessment staff, faculty, and administrators. By use of scholarly literature (Greenwood, et al., 2001), case examples, homegrown templates

and archival processes, we would demonstrate strategies to systematically assess non-accredited learning in undergraduate and graduate-level academic programs.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff

Skill level: Intermediate

4:15pm – 5:00pm **Session IV Presentations**

Meeting the Mark: Utilizing Benchmarking for Institutional Effectiveness

[Video Recording](#)

Melissa Allay¹, Jeremy Tuchmayer¹

¹*East Carolina University*

This presentation will focus on ways institutions can utilize the benchmarking process as a valid assessment method and theoretical approach for institutional effectiveness and strategic planning purposes. This session will apply benchmarking assessment techniques to institutional effectiveness, discuss how rubrics can be utilized to identify inclusion criteria for peer and aspirational institutions, and leverage program review assessment to inform the semi-structured interview protocol. Using a specific example of organization restructuring, presenters will discuss how benchmarking is an effective approach for producing comparative analysis and identification of institutional best practices and can be employed for strategic planning and institutional effectiveness purposes.

Audience: Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate

Practical Strategies for Equity-Centered Assessment for Faculty and Staff

[Video Recording](#)

[Presentation Materials](#)

Mamta Saxena¹

¹*Northeastern University*

Diversity, equity, and inclusion (DEI) has been in the forefront of strategic planning for higher education since the social unrest and the pandemic. However, DEI vision and strategies set by institutions have to be efficiently implemented if we are looking for impact and change to be truly transformative. DEI efforts should be integrated within the fabric of the institutional policies and practices including assessment. Campuses are striving for equitable assessment practices that are transparent, transformative, and inclusive. For this, we need shared commitment and inclusive responsibility along with a level of curiosity and passion among the faculty, staff, and students. Enacting equity in assessment requires a continual process of learning and unlearning, disaggregating, and

questioning data, and challenging our assumptions about relevance and effectiveness. This session will explore equity-centered models and share practical strategies for faculty and staff to apply immediately to their assessment work at the college.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate, Advanced

Friends not Enemies: The Relationship between Assessment & Retention

[Video Recording](#)

[Presentation Materials](#)

JW Tabacci¹, Sydney Fulton²

¹*Penn State - New Kensington*, ²*La Roche University*

For far too long assessment and retention have been Frenemies; conducted in silos instead of working together to achieve the common goal of student persistence.

Assessment can be conducted harmoniously with retention to highlight what's working and needs to be improved to assist students. As our field struggles to attract and retain students, assessment should be prioritized as a core component in the development of retention strategies (Nadworny, 2022). Attendees of this session will learn methods of change-management and administrative influence, as well as tricks to develop positive relationships with stakeholders in the assessment process (Heath, 2010).

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate

Assessing the Impacts of a Learning Community on Students' Academic Success

[Video Recording](#)

[Presentation Materials](#)

Fatema Ahad¹, Catherine Gildae¹, James Hughes¹

¹*University of Massachusetts Boston*

Learning Communities are positively associated with student learning, engagement, and outcome. However, it is encouraged to assess the effects of each learning community as the success of every program implementation is not guaranteed. In this session, we will unfold how we assessed the impacts of a first-year student learning community for the College of Science and Mathematics Students. We will demonstrate the methodology and present our findings that show there is a strong statistically significant relationship between participation in the learning community and retention rates, graduation rates, completion with a STEM major, and total credits at completion.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner

HBCU Assessment Practices as a Framework for Equity- Centered Assessment in Student Affairs

[Video Recording](#)

Britt Spears¹, Kellie Dixon²

¹Howard University, ²North Carolina A&T State University

This session will include open dialogue among presenters and participants to (1) examine common assessment practices that lack equity centeredness, (2) explore how HBCU assessment practices may influence equity centered approaches to student learning and (3) explore positionality when using data to inform decisions involving historically marginalized students. In addition, the presenters will provide lived experiences as HBCU assessment professionals as examples of embedding equity into the assessment cycle within student affairs, regardless of institutional type.

Audience: Student Affairs Staff

Skill level: Intermediate

Transparent Classroom (Pre-)Assessment Tools That Enhance and Predict Equitable Teaching & Learning

[Video Recording](#)

Mary-Ann Winkelmes¹

¹TILT Higher Ed

This session focuses on two practical, pre-assessment tools from the Transparency in Learning and Teaching in Higher Education project (TILT Higher Ed). The tools address a limitation of classroom assessment: its post-hoc measurement of learning experiences that have already happened, to inform future improvement. These new tools can be used proactively before a learning exercise to help predict and reduce systemic inequities. Participants will practice using the two transparent, pre-assessment tools and will leave with an understanding of how they work, and strategies for applying them in their own teaching and learning contexts.

Audience: Administrators, Faculty

Skill level: Beginner, Intermediate, Advanced

Assessing the Experience of Former Student Campus Employees: Inspiring Stories and Practical Feedback

[Video Recording](#)

[Presentation Materials](#)

Kirsten Kinsley¹, Seol Lim¹

¹Florida State University

Academic libraries are one of the biggest campus employers of students. The importance of gaining work experience while in school with the added convenience of working on campus cannot be underestimated. Hear stories from former students who were employees of the library

about how their experience impacted where they are today. We will share the feedback we learned from alumni employees about the practical ways we can enhance the current and future library campus work experience.

Audience: Administrators, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate, Advanced

5:15pm – 6:00pm Session V Presentations

Grades and Assessment

[Video Recording](#)

[Presentation Materials](#)

David Eubanks¹

¹Furman University

For historical reasons, course grades have been discouraged as primary data for assessment reports that are required by many accreditors. But grades are essential to understanding why students in general, and student sub-groups, succeed in courses, learn, and complete college. IR and assessment offices need to be able to pivot to effective use of grade data to complement other efforts, particularly in pursuit of DEI outcomes. This session gives practical examples of how to do that using statistical models of grades and other outcomes.

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff

Skill level: Intermediate, Advanced

Affective Domain Learning Outcomes: What We Know, What We Learned, and What's Next.

[Video Recording](#)

[Presentation Materials](#)

Vince Nix¹, Muzhen Zhang²

¹Lamar University, ²UCLA

The Griffith University Affective Learning Scale (GUALS) developed by Rogers et al. (2018) was utilized to code 2,300 reflective posts from online doctoral students. This presentation will answer recent research calls from Hansen, 2019; Hundley et al. 2019; Norris and Weiss, 2019; and Zahl et al. 2019 to respectively: assess growth mindsets, integrate affective learning outcomes based on reflection and introspection, transdisciplinary learning and assessment, and measurements of attitudes, skills, and values of professionals. Qualitative data were synthesized with quantitative data from weekly formative assessment questionnaires. Are we effectively communicating to students, what we expect them to learn?

Audience: Administrators, Faculty, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate, Advanced

Bridging Academic and Student Affairs Assessment Worlds

[Video Recording](#)

[Presentation Materials](#)

Pamelyn Shefman¹

¹University of Houston - Clear Lake

As campuses continue to close the gap between academic affairs work (inside the classrooms) and the work of student affairs it is imperative that professionals understand how to walk the line between both while addressing institutional priorities. This session will walk participants across the bridge from one to the other while learning about essential toolkit skills that are used in a community college setting.

Audience: Administrators, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Intermediate

Lessons Learned: Curriculum Map as an Assessment Tool

[Video Recording](#)

[Presentation Materials](#)

Paul Antonellis¹

¹Endicott College

During this session, participants will learn about the steps taken to use curriculum mapping as an assessment tool, what worked well, challenges encountered, and recommendations going forward at the graduate and undergraduate level. The program will demonstrate how the program curriculum map can be aligned with institutional outcomes (Banta, 2014; Hundley & Kahn, 2019). Curriculum mapping allows the Department to identify the courses and the assignments that will ensure that the students are receiving the content that meets the identified outcome (Massa & Kasimatis (2017).

Audience: Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate

Divisional Student Leader Initiative: Preliminary Results from Year 1 of a 2 Year Pilot

[Video Recording](#)

[Presentation Materials](#)

Elissa Brooks Nelson¹, Karen Shaffer¹

¹University of North Carolina Charlotte

The Divisional Student Leader Initiative provides a universal method and tool for staff throughout the UNC Charlotte Division of Student Affairs to use with student leaders in student organizations, programs, or activities to help in the assessment and documentation of enhanced learning and skill development in relation to the students' leadership experiences. Notably, the development of this initiative is the direct result of

the engagement of staff and students across the division.

Audience: Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate, Advanced

Design Thinking Assessment: Empathy as a Path to Equity

[Video Recording](#)

[Presentation Materials](#)

Leslie D'Souza¹, Julia Allworth²

¹Higher Education Consultant, ²University of Toronto

Rooted in art and design, design thinking is a data-driven, equity-minded problem-solving process that can be applied to program and service design, implementation, and assessment in student affairs. With a central focus on empathy, this method facilitates a more equitable approach to problem solving than typical methods because it roots data collection in empathy, with a goal of causing practitioners to center their audience's needs, rather than their own experiences. In this session, presenters will provide an overview of the concept and how it can work in practice illustrated by student-affairs examples.

Audience: Administrators, Assessment/Institutional Effectiveness Staff, Student Affairs Staff

Skill level: Beginner, Intermediate

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