

Taking Student Learning Outcomes Assessment to the Next Level

PROGRAM

Wednesday, April 19, 2017

8:00-8:45 AM

Student Center: Wiseman
Ballroom B&C

CHECK-IN & LIGHT BREAKFAST

Note: The program contains several lunchtime roundtable discussion topics. Participants are welcome to propose additional topics if there is space. Visit the session board inside Wiseman Ballroom to propose a topic or to sign up for one of the participant-initiated discussions.

8:45-9:00 AM

Student Center: Wiseman
Ballroom B&C

WELCOME

Joann Boughman, Senior Vice Chancellor for Academic Affairs, University System of Maryland (USM)

Mickey L. Burnim, President, Bowie State University

Weldon Jackson, Provost and Vice President for Academic Affairs, Bowie State University

9:00-9:15 AM

Student Center: Wiseman
Ballroom B&C

OPENING REMARKS

MJ Bishop, Director, William E. Kirwan Center for Academic Innovation, USM

Charles Caramello, Senior Advisor for Graduate Education, USM

9:15-10:30 AM

Student Center: Wiseman
Ballroom B&C

PLENARY SESSION

Student Learning Outcomes Assessment: Past, Present, and Future

Natasha Jankowski, Director, National Institute for Learning Outcomes Assessment (NILOA) and Research Assistant Professor, University of Illinois Urbana-Champaign and Daniel Denecke, Vice President, Best Practices and Strategic Initiatives, Council of Graduate Schools (CGS)

In this plenary session, Dr. Jankowski and Dr. Denecke will consider learning outcomes assessment as a field, with its own history, conceptual frameworks, research bases, and best practices. After briefly examining the past and present of the field, they will look to the future of learning outcomes assessment from general education through doctoral training. Drawing on their experiences with multiple national projects, they will lay out challenges and opportunities for next steps in outcomes assessment as a process that helps us to learn about student learning.

10:30-10:40 AM

BREAK

10:40-11:40 AM

PANEL PRESENTATIONS

Student Center: Wiseman
Ballroom B&C

Administrative Models for the Assessment Process

Kara Siegert, Special Assistant to the President for Institutional Effectiveness & Assessment, Salisbury University; Janet Rutledge, Vice Provost and Dean of the Graduate School, University of Maryland, Baltimore County; and Catherine Andersen, Vice Provost for Institutional Effectiveness, Planning and Academic Quality, University of Baltimore. Moderated by Charles Caramello, USM

This session will feature panelists discussing the ways in which outcomes assessment is organized at their respective institutions, how structures and roles have evolved, and lessons learned about making the process manageable and meaningful for those involved.

Student Center: Baltimore
and Columbia Rooms

Closing the Loop: Using Assessment Data to Improve Practice

Tab Uhrich, Director of Academic Assessment and Associate Professor, Department of Kinesiology, Towson University and Lakeisha Mathews, Director, Career and Professional Development Center, University of Baltimore. Moderated by Nancy O'Neill, Associate Director, Kirwan Center for Academic Innovation, USM

Using assessment results to inform change is perhaps the most crucial, yet challenging, aspect of this work. In this session, panelists will describe how they have used findings from student learning outcomes assessment for the purposes of improvement. Examples will vary and include changes to classroom practices, course sequencing, co-curricular offerings, administrative processes and policies, and even the student learning outcomes under consideration.

Thurgood Marshall Library,
Special Collections Room
2202

Building a Robust Culture of Assessment

Cristi Ford, Associate Vice Provost, Center for Innovation in Learning and Student Success, University of Maryland University College; Doris Santamaria-Makang, Interim Associate Provost, Frostburg State University; and Becky Verzinski, Assistant Vice President for Assessment, Bowie State University. Moderated by MJ Bishop, USM

What does it take to create a context in which assessment is driven less by compliance and more by inquiry, engagement, and the pursuit of shared understanding about student learning? This panel will focus on strategies to create a robust culture of assessment. Included in the discussion will be strategies for how to engage departments and faculty as drivers of assessment, how to position assessment as responsive to questions about student learning, how to connect pockets of assessment activity, and how to assuage concerns and navigate resistance.

11:40 AM-12:30 PM

Student Center: Wiseman
Ballroom B&C

LUNCH AND ROUNDTABLE DISCUSSIONS

Table 1: Developing Effective General Education Student Learning Outcomes – Fiona Glade, Assistant Provost, University of Baltimore

In this roundtable, the facilitator will share “before” and “after” versions of general education student learning outcomes and talk through lessons learned about how to streamline and simplify GE outcomes while still respecting the multiple disciplinary inflections contained within them.

Table 2: Using the Excellence in Assessment (EIA) Evaluation Rubric for Institutional Improvement – Natasha Jankowski, NILOA

The Excellence in Assessment (EIA) program recognizes institutions for efforts to intentionally integrate institution-wide learning outcomes assessment. At this roundtable, participants will discuss using the EIA evaluation rubric, built from NILOA’s Transparency Framework, as a tool for institutional self-reflection and improvement.

Table 3: Aligning Undergraduate and Master’s Degree Student Learning Outcomes – Maureen McCarthy, Associate Director, Advancement and Best Practices, CGS

This roundtable will explore strategies for using transdisciplinary frameworks to align master’s-level student learning outcomes (SLOs) with undergraduate SLOs. Examples of frameworks to be discussed include the Degree Qualifications Profile (DQP) and European Qualifications Framework.

Table 4: A Rubric to Evaluate Rubrics: A Tool for Rubric Review and Refinement – Nancy O’Neill, USM

This roundtable will introduce participants to a rubric that is designed to help users review and refine assessment rubrics. The tool is versatile and can be used with newcomers to rubric development as well as with more experienced rubric developers and users.

Table 5: Developing Effective Student Learning Outcomes Assessments for Doctoral and Professional Degrees – Julia Kent, Assistant Vice President, Communications, Advancement and Best Practices, CGS

Regional accreditors often provide guidelines for developing SLOs for doctoral degrees, and professional accreditors often specify SLOs for professional doctoral degrees. This roundtable will focus on how universities can develop SLOs to advance their academic goals while also responding to accreditation requirements.

Table 6: Put Your Assessment Program Under the Microscope – Cindy Herzog, Associate Dean and Professor of Psychology, College of Liberal Arts and Sciences, Frostburg State University

The Assessment of Student Learning Outcomes Process Rubric is a tool that can be used by campus assessment teams, department chairs, and program coordinators for review and discussion of assessment plans and implementation of those plans. This “assessment of assessment” process helps programs to identify strengths and weaknesses and to make improvements.

Table 7: Bridging Student Learning and Student Success – MJ Bishop, USM

This roundtable discussion seeks to bridge the conversations happening at our institutions around outcomes assessment and those happening around analytics and student success. What value is there in connecting these efforts? What are the points of intersection?

Participant-initiated roundtable topics may also be added - check the session board inside the Wiseman Ballroom to get details.

12:30-2:00 PM

CONCURRENT SESSIONS

Student Center: Wiseman
Ballroom B&C

Building a Robust Culture of Assessment: A Case Study from Bowie State University

Panel Presentation

David Abrahams, Chair and Associate Professor, Department of Management, Marketing, Public Administration and Entrepreneurship; Dawn Johnson-Tate, Accreditation Coordinator, College of Education; Charla McKinzie Bishop, Associate Professor, Department of Behavioral Sciences and Human Services; Gail Medford, Chair and Professor, Department of Fine and Performing Arts; Diarra Robertson, Associate Professor and former USLAC Chair, Department of History and Government; and Patricia Westerman, Professor and inaugural USLAC Chair, Department of Psychology and Chair, Faculty Senate—all of Bowie State University. Moderated by Debra Salsi, Coordinator of Assessment and Accreditation, College of Business and Graduate Studies; Becky Verzinski, Assistant Vice President for Assessment, Office of the Provost; and C. Jenise Williamson, Associate Professor and USLAC Chair, Department of English and Modern Languages—all of Bowie State University

Assessment processes can be put in place, and results can even be used to inform changes, yet assessment practice can still veer toward compliance rather than toward inquiry, engagement, and shared understanding. In this case study from Bowie State University, panelists will discuss how academic program outcomes assessment has been transformed since 2011-12 through the efforts of faculty assessment coordinators and their service on the University Student Learning Assessment Committee (USLAC).

Student Center: Baltimore
and Columbia Rooms

Student Learning Outcomes Assessment of Co-Curricular Experiences

Panel Presentation

Nancy O'Neill, USM; Sara Ousby, Director, Rosenberg Center for Student Involvement, University of Baltimore; and Emily Tipton, Internship Coordinator/Career Advisor, Career Center, Towson University

In this session, the presenters will describe efforts to assess student learning outcomes in student affairs, touching on the evolution of this work over time and lessons learned along the way. The session will also include time for participants to meet others engaged in these efforts and develop and discuss action steps related to “next level” SLO assessment in student affairs at their own institutions.

Thurgood Marshall Library,
Special Collections Room
2202

Assignment Design: A Faculty-Centered Approach to Improving Teaching, Learning, and Assessment

Workshop

Natasha Jankowski, NILOA

Since 2013, NILOA has organized a series of national assignment design “charrettes”—collaborative processes where faculty give and receive feedback on their assignments within a concentrated time frame—to develop a library of assignments linked to Degree Qualifications Profile (DQP) proficiencies. The goal was to promote an “embedded” approach to assessment that was integral to the teaching and learning process and that would empower faculty to make

improvements. In this workshop, participants will learn about NILOA's initiative and take part in a mini-assignment charrette, with tips and tools on how to organize a charrette process at one's home institution. The workshop will conclude with discussions on how assignment design work can dovetail with broader efforts to align courses and curricula and create clearer learning pathways for students. Resources for this work include: [Catalyzing Assignment Design Activity on Your Campus: Lessons from NILOA's Assignment Library Initiative](#) (2014) and [Organizing Assignment-Design Work on Your Campus: A Tool Kit of Resources and Materials](#).

Thurgood Marshall Library,
Conference Room 2200

Graduate Learning Outcomes Assessment, Part I: The State of Play Nationally and in the U SM

*Two-Session Series on
Graduate Outcomes
Assessment*

Julia Kent and Maureen McCarthy, CGS

In this session, the presenters will provide an overview of the evolving national state of play in learning outcomes assessment in master's and doctoral education. The presentation and subsequent discussion will be followed by a roundtable on the state of play of graduate assessment at USM institutions, with particular attention to both challenges and successes.

2:00-2:10 PM

BREAK

2:10-3:30 PM

CONCURRENT SESSIONS

Student Center: Wiseman
Ballroom B&C

Creating a Sustainable Process for Rubrics Assessment: Tips and Strategies

Workshop

Fiona Glade, UB and Nancy O'Neill, USM

This session will offer tips and strategies for organizing rubrics assessment processes, highlighting different approaches taken at the University of Baltimore in general education and writing, and reviewing best practices from the field. Participants will have the opportunity to begin planning their own rubrics assessment event (whether in GE, in a degree program, or in the co-curriculum), considering issues of time, resources, training, opportunities, and challenges.

Student Center: Baltimore
and Columbia Rooms

Connecting Outcomes Assessment with Accreditation and Program Review Processes

Panel

Michael Bowden, Assistant Vice President, Planning and Accreditation, Coppin State University; Kathleen Angeletti, Assistant Dean and Executive Director of Teacher Education, College of Education, University of Maryland, College Park; and Terry Smith, Associate Professor, Director of the Writing Center, and Chair of the General Education Committee, University of Maryland Eastern Shore. Moderated by Jane Neapolitan, Assistant Provost for Academic Innovation, Towson University

In this session, panelists will discuss strategies for integrating assessment of student learning with external reporting required by regional and professional accreditors. They will also discuss the academic program review process and other program-level reporting as mechanisms for ensuring that outcomes assessment is part of the regular work of departments.

Thurgood Marshall Library,
Special Collections Room
2202

Exploring Assessment Technologies

Workshop

MJ Bishop, USM and Sherri Braxton-Lieber, Director, Instructional Technology and Jennifer Harrison, Assistant Director for Assessment, Faculty Development Center, both of University of Maryland, Baltimore County

In this workshop, participants will explore assessment technologies at both the macro (e.g., assessment management systems, e-Portfolio platforms) and micro (e.g., clickers, card swipe technologies) levels through two hands-on activities: (a) the initial development of a taxonomy to make sense of the array of assessment-focused technologies available to institutions and (b) the development of evaluation criteria for judging the appropriateness of a particular technology for use by an institution or a specific division or department. Additionally, the session will focus on the process of identifying and engaging stakeholders at various stages of technology adoption: evaluation/vetting, selection, roll-out, and ongoing use.

Thurgood Marshall Library,
Conference Room 2200

Graduate Learning Outcomes Assessment, Part 2: Engaging Faculty in Building a Culture of Assessment, and Using Outcomes Assessment for Program Improvement

Two-Session Series on
Graduate Outcomes
Assessment

Erin Golembewski, Senior Associate Dean, Graduate School, University of Maryland, Baltimore and Janet DeLany, Dean of Graduate Studies, Towson University

This session will begin with the presentation and discussion of case studies on two distinct and focused topics related to graduate learning outcomes assessment: (1) engaging faculty and programs and building a culture of graduate assessment (University of Maryland, Baltimore as a case study), and (2) using assessment data effectively to improve graduate programs (Towson University as a case study). Breakout groups will then workshop strategies for achieving these goals.

3:30-3:40 PM

BREAK

3:40-4:00 PM

Student Center: Wiseman
Ballroom B&C

WRAP-UP AND NEXT STEPS

MJ Bishop and Charles Caramello, USM

The facilitators will engage participants in summarizing the learning from the day; identifying outstanding needs and pressing issues; and discussing possible follow-on activities—system-wide as well as cross-institutional.

Staff from the Kirwan Center for Academic Innovation and the Advisory Board for Graduate Education would like to thank Bowie State University—particularly Gayle Fink, Becky Verzinski, and Mary Duppins—for their contributions to the day. The staff would also like to thank the Assessment Convening Planning Committee for their help in framing the program structure and content.

Assessment Convening Planning Committee

Bowie State University

Cosmas Nwokeafor, Dean of the Graduate School

Becky Verzinski, Assistant Vice President for Assessment, Center for Academic Programs Assessment

Coppin State University

Michael Bowden, Assistant Vice President, Planning and Accreditation

Frostburg State University

Vickie Mazer, Director, Graduate Services

Doris Santamaria-Makang, Interim Associate Provost

Salisbury University

Melissa Boog, Associate Vice President

Kara Siegert, Special Assistant to the President for Institutional Effectiveness & Assessment

Towson University

Janet Delany, Dean of Graduate Studies

Tab Uhrich, Associate Professor of Kinesiology and Assessment Coordinator

University of Baltimore

Fiona Glade, Assistant Provost

Lakeisha Mathews, Director, Career and Professional Development Center

University of Maryland, Baltimore

Erin Golembewski, Senior Associate Dean, Graduate School

University of Maryland, College Park

Douglas Roberts, Associate Dean for General Education

University of Maryland University College

Kathryn Klose, Associate Vice Provost (Acting), Graduate School

Blakely Pomietto, Associate Vice Provost, Accreditation, Compliance and Reporting