



## 2020 Assessment Institute

The [Assessment Institute in Indianapolis](#) is the nation's oldest and largest event of its type, offering more than 250 educational sessions! Typically, the Institute attracts more than 1,000 participants from nearly 50 states and several other countries with over 400 colleges, universities, and organizations represented.

The Assessment Institute in Indianapolis is designed to provide opportunities for:

1. Individuals and campus teams new to outcomes assessment to acquire fundamental knowledge about the field;
2. Leaders in outcomes assessment to share and extend their knowledge and skills; and
3. Those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute.



## NILOA Track at the Assessment Institute

The [National Institute for Learning Outcomes Assessment \(NILOA\)](#) track of presentations at this year's Assessment Institute covers a wide range of topics and are designed to appeal to a broad audience. In the following pages you can find more information on each NILOA track session.

We hope you find the NILOA Track to be relevant, thought-provoking, and engaging. We look forward to 'seeing' you at this year's free virtual Assessment Institute!!!

For the most updated program booklet, please visit the program page:

<https://assessmentinstitute.iupui.edu/program/program-book.html>

## NILOA Track of Presentations

Please see the Program Book for Zoom links to these sessions. All times listed are Central Standard Time.

### Friday, October 16

#### **Complimentary Bonus Preview Session about COVID-19 Assessment Adaptations**

**Time:** Friday, October 16, 1-2:30pm

**Presenters:** Moderator- Stephen P. Hundley, Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair, Assessment Institute, Executive Editor, *Assessment Update*, and Host, *Leading Improvements in Higher Education* Podcast Series, IUPUI

*Panelists Include Several Contributors to the Special Forthcoming Issue of Assessment Update on COVID-19 Adaptations*

- From The University of Mississippi, A. Katherine Busby: “Resilient Assessment During COVID-19”
- From James Madison University, Keston H. Fulcher and Brian C. Leventhal: “James Madison University: Assessing and Planning During a Pandemic”
- From IUPUI, Thomas W. Hahn, Susan Kahn, and Caleb J. Keith: “Bicentennial, Interrupted: IUPUI’s Pandemic Year 1”
- From Ivy Tech Community College, Marcus M. Kolb: “Agility and Assessment in the Age of COVID: How Fast Can A Community College Dance?”
- From The University of North Carolina at Charlotte, Karen E. Singer-Freeman, Christine Robinson, Elise C. Demeter, Mitchel L. Cottenoir, and Harriet Hobbs: “Doing Our Part: The University of North Carolina at Charlotte Office of Assessment and Accreditation Supports Faculty Assessment Efforts During COVID-19”
- From the National Institute for Learning Outcomes Assessment (NILOA), Natasha Jankowski: “NILOA Perspectives Column”

### Sunday, October 25

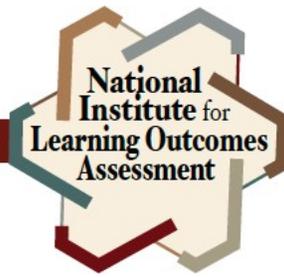
#### **NILOA Pre-Institute Workshop: An Introduction to Assessment and Navigating the Assessment Institute**

**Time:** Sunday, October 25, 1:30-4:00pm

**Presenters:** Gianina Baker & Pat Hutchings, NILOA

**Audience Level:** Beginner

**Abstract:** New to the Assessment Institute and/or new to assessment? Want to make the most of your time here? This introductory workshop is intended for individuals new to assessment and the Institute to learn assessment basics. Beginning with basic terms, concepts, and a brief history of assessment, we'll explore the core principles of effective assessment, emerging trends, and lessons learned. Designed to be interactive throughout, participants can raise questions, hear from colleagues, learn about successful efforts on a wide range of campuses, and identify resources (including many from the National Institute for Learning Outcomes Assessment) available when the need arises. We will wrap up our time together by talking about how to navigate the many conference offerings in ways that make the most of your time and energy.



## 2020 Assessment Institute Welcome Session

**Time:** Sunday, October 25, 4-4:30pm

**Presenters:** **Stephen P. Hundley** – Welcome and Introductions Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair, Assessment Institute, Executive Editor, Assessment Update, and Host, Leading Improvements in Higher Education Podcast Series, IUPUI Trudy W. Banta Vice Chancellor and Professor of Higher Education Emerita, IUPUI; **Pat Hutchings** – Trudy W. Banta Lifetime Achievement Award Recipient Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA) and Senior Scholar, Bay View Alliance (BVA).

**Abstract:** Join us virtually to kick-off this year's Institute by honoring Pat Hutchings, the recipient of the 2020 Trudy W. Banta Lifetime Achievement Award and to thank all of our presenters for their excellent contributions to the program! She will also serve as the keynote presenter in the Faculty Development track. Sponsored by Watermark Insights

## Monday, October 26

### Plenary Session and Panel

**Time:** Monday, October 26, 10-11am

#### Plenary Session Presenters:

- **Stephen P. Hundley** – Welcome and Introductions Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair, Assessment Institute, Executive Editor, Assessment Update, and Host, Leading Improvements in Higher Education Podcast Series, IUPUI
- **Teresa Leyba Ruiz** – Plenary Keynote Presenter President, Glendale Community College

#### Plenary Session Panelists:

- **Teresa Leyba Ruiz** President, Glendale Community College
- **Stephen P. Hundley** Senior Advisor to the Chancellor, Professor of Organizational Leadership, Chair, Assessment Institute, Executive Editor, Assessment Update, and Host, Leading Improvements in Higher Education Podcast Series, IUPUI
- **Keston H. Fulcher** Executive Director of the Center for Assessment and Research Studies (CARS), James Madison University
- **Natasha Jankowski** Executive Director, National Institute for Learning Outcomes Assessment (NILOA) and Research Associate Professor, Education Policy, Organization, and Leadership (EPOL), University of Illinois Urbana-Champaign
- **Jillian Kinzie** Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement Institute, Indiana University—Bloomington, and NILOA Senior Scholar
- **Verna F. Orr** Co-Chair, HBCU Collaborative for Excellence in Educational Quality Assurance and Postdoctoral Research Associate for NILOA, University of Illinois Urbana-Champaign



## **Navigating the Landscape of Assessment Tools and Resources**

**Time:** Monday, October 26, 11:15-12:15pm

**Presenters:** **Natasha Jankowski** (Moderator), National Institute for Learning Outcomes Assessment (NILOA); **Joseph D. Levy**, National Louis University; **Andre Foisy**, Excelsior College; and **Chris Cratsley**, Fitchburg State University

**Audience Level:** All

**Abstract:** There is a wealth of available resources across the higher education landscape to assist institutions with their assessment processes and practices. However, it can be overwhelming to find these resources, know where to look, or how to filter through the information to find those that are helpful. This session brings together representatives from various organizations deeply engaged with assessment who offer free resources to both student and academic affairs that can inform your work. Join us to learn about the useful tools available from Student Affairs Assessment Leaders (SAAL), the Association for the Assessment of Learning in Higher Education (AALHE), the Council for the Advancement of Standards in Higher Education (CAS), and the National Institute for Learning Outcomes Assessment (NILOA). In addition, this session will cover free educational materials that can be used for professional development such as the Massive Open Online Course (MOOC) “Applying & Leading Assessment in Student Affairs” and the Assessment Modules from the Learning Assessment Research Consortium (LARC). Participants will learn how to find the right resource to answer their questions.

## **Fireside Chat on Equity and Assessment: Examples from Practice**

**Time:** Monday, October 26, 11:15-12:15pm

**Presenters:** **Gavin Henning**, New England College; **Nancy Ackerman**, Capella University, **Matthew DeSantis**, George Mason University; and **Rowanna L. Carpenter**, Portland State University

**Audience Level:** All

**Abstract:** In 2017, the National Institute for Learning Outcomes Assessment (NILOA) began a national conversation on Equity and Assessment in order to improve how assessment as a field and practice can better support and authentically document what a diverse student body knows and can do. There have been various examples of equitable assessment practice occurring across the assessment landscape, but these tended to be the exception and not the rule. By conducting Equity Case Studies, NILOA and the Council for the Advancement of Standards in Higher Education (CAS), in partnership with others, sought to bring attention to equitable assessment practices unfolding on the ground. These cases highlight examples from which others can learn. This fireside chat will bring together case study institutions to offer participants a deeper understanding of how equitable assessment practices develop, the challenges associated with equitable assessment, and the opportunities that other institutions can leverage in their own contexts to institute such practices

## **Advancing Institutional Assessment: Lessons from Excellence in Assessment 2020 Designs**

**Time:** Monday, October 26, 12:30-1:30pm

**Presenters:** **Jillian Kinzie** (Moderator), Indiana University—Bloomington and National Institute for Learning Outcomes Assessment (NILOA); **Frank Hall**, Northwestern State University; **Kristen Dreyfus**, East Carolina University; **Rebecca Lewis**, The University of Texas at Arlington; **Diane Waryas Hughey**, The University of Texas at Arlington

**Audience Level:** Beginner

**Abstract:** The Excellence in Assessment (EIA) Designation program recognizes institutions for their efforts



in intentional integration of institution-level learning outcomes assessment. The EIA designation evaluation process is directly and intentionally built from NILOA's Transparency Framework and is co-sponsored by VSA Analytics, National Institute for Learning Outcomes Assessment (NILOA), and Association of American Colleges and Universities (AAC&U). This presentation will share information on the EIA Designation and application process, as well as engage 2020 EIA designees in reflecting on lessons learned and promising practices at their respective institutions.

### **Curriculum Mapping and Assignment Design: Peas in a Pod**

**Time:** Monday, October 26, 2:00-3:00pm

**Presenters:** Gianina Baker and Natasha Jankowski; National Institute for Learning Outcomes Assessment (NILOA)

**Audience Level:** All

**Abstract:** This interactive session will share various resources available to assist institutional efforts in mapping, aligning, and integrating learning when and where it happens. This session will highlight examples of mapping efforts within programs, curriculum, and experiences, as well as connect mapping with assignment design in order to foster a more connected, integrated learning journey for students. Participants will explore how to apply curriculum mapping and assignment design toolkits and resources to their local needs.

## Tuesday, October 27

### **Faculty Development Keynote: Faculty Leadership for Assessment: Lessons from the Scholarship of Teaching and Learning**

**Time:** Tuesday, October 27, 10:00-11:00am

**Presenters:** . Pat Hutchings, National Institute for Learning Outcomes Assessment (NILOA) and Bay View Alliance (BVA)

**Audience Level:** All

**Abstract:** The scholarship of teaching and learning movement, launched thirty years ago by Ernest Boyer's Scholarship Reconsidered: Priorities for the Professoriate, now has a dedicated, international following, with faculty bringing their skills, values, and habits as scholars to their work as teachers. Though its history differs significantly from that of assessment, the two movements share a core commitment to evidence and improvement. In this session we will explore what has been learned in the scholarship of teaching and learning movement, and how those lessons might be helpful to those of us engaged in assessment.

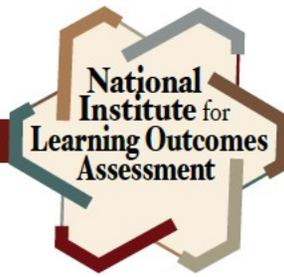
### **An Educator's Guide Through HIPs**

**Time:** Tuesday, October 27, 11:15-12:15pm

**Presenters:** Claire Jacobson, National Association of System Heads (NASH) and Student Opportunity Center; Gianina Baker (Moderator), National Institute for Learning Outcomes Assessment (NILOA)

**Audience Level:** All

**Abstract:** To support systems and institutions in their professional development efforts, in 2020 NASH launched a series of free online modules for implementing, scaling, and assessing equitable HIPs. The eleven modules include over 35 interviews and narratives with campuses and systems who have undertaken this work providing scaffolded points of reflection for faculty, administrators and systems leaders supporting HIP efforts. The session will offer a hands-on demonstration about how the modules can be used and allow ample time for discussion.



## **Changing the Narrative: HBCUs Leading on Learning**

**Time:** Tuesday, October 27, 11:15-12:15pm

**Presenters:** Verna F. Orr and Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA); Mark Howse, Morehouse School of Medicine; Shontell M. Stanford, Interdenominational Theological Center; and Franz Reneau, Georgia Institute of Technology

**Audience Level:** All

**Abstract:** Historically Black Colleges and Universities (HBCUs), like other higher education institutions, must be responsive to public pressures for more accountability and require substantial evidence of student learning and achievement. Responding to these pressures, along with offering meaningful educational experiences, is vital to the long-term success of any institution (Reneau & Howse, 2019). And despite their widespread challenges, HBCUs continue to be at the forefront of the struggle to deliver and expand educational opportunities that positively influence life chances for their students. The HBCU Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA) is a leader in building the capacity to demonstrate the impact and effectiveness of HBCUs. This panel will describe how HBCUs continue to invest in and value students, operate with purpose, advance their service-centered missions, and lead in learning.

## **Assessment and Scholarly Research: Ships Passing in the Night?**

**Time:** Tuesday, October 27, 12:30-1:30pm

**Presenters:** Marjorie Dorimé-Williams, University of Missouri - Columbia; Cindy Cogswell, Ohio University; and Gianina Baker, National Institute for Learning Outcomes Assessment (NILOA)

**Audience Level:** Advanced

**Abstract:** While student learning outcomes assessment has been an expected, and in some areas required, practice for over twenty years, institutional practice is still in nascent stages at many colleges and universities. In this session, a panel of researchers will reflect on their findings of a content analysis of assessment related scholarly articles. The effort examined the disconnect between assessment practice-based literature versus the scholarly conversations unfolding on assessment within academic journals. The presentation will answer: what is the current understanding of assessment in academic journals? Participants will join the panelists in discussing the disconnect between assessment practice and scholarly writing

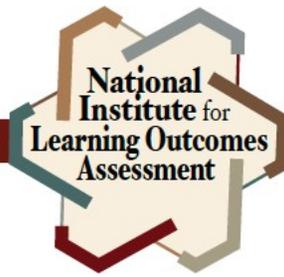
## **Assessment with the Improvement of Student Learning as the End Goal**

**Time:** Tuesday, October 27, 2:00-3:00pm

**Presenters:** Jillian Kinzie, Indiana University—Bloomington and National Institute for Learning Outcomes Assessment (NILOA); Kathleen Gorski, Waubensee Community College; Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA); and Monica Stitt-Bergh, University of Hawai'i at Mānoa

**Audience Level:** Intermediate

**Abstract:** We invite you to join a dialogue about assessment with the improvement of student learning as the end goal. Assessment professionals and educators are increasingly interested in assessment that explicitly connects assessment, improvement action, and evidence of improvement in student learning. Participants will engage in a conversation of an emerging set of tenets outlining the scope and mechanisms for enacting assessment to improve student learning: what learning improvement is, who needs to be involved, what it takes, etc. Participants will also consider approaches to disseminate the tenets and brainstorm ways to advance assessment for learning improvement at our own institutions.



Wednesday, October 28

### **NILOA Keynote: Existential Crisis or Opportunity for a Profession: Assessment Becoming**

**Time:** Wednesday, October 28, 10:00-11:00am

**Presenters:** **Natasha Jankowski**, National Institute for Learning Outcomes Assessment (NILOA)  
**(Introduction by Gianina Baker)**

**Audience Level:** All

**Abstract:** This track keynote will discuss future directions of assessment as a profession and discipline, with a specific focus on further developing the roles of assessment professionals. As we move fully into the decade ahead with increased emphasis on the value and worth of higher education, disconnected narratives on the purpose and function of assessment, and recognition and validation of learning from sources outside higher education, we explore whether we are amassed in an existential crisis or opportunity for clarity. This keynote will also serve as an introduction to the National Institute for Learning Outcomes Assessment (NILOA) track sessions and will introduce participants to emerging developments in national projects of interest to assessment practitioners.

### **Better Together: How Student Learning Outcomes Assessment and Faculty Development Can Partner to Strengthen Student Success**

**Time:** Wednesday, October 28, 2:00-3:00pm

**Presenters:** **Pat Hutchings**, National Institute for Learning Outcomes Assessment (NILOA) and Bay View Alliance (BVA); and **Jillian Kinzie**, Indiana University—Bloomington and National Institute for Learning Outcomes Assessment (NILOA)

**Audience Level:** All

**Abstract:** Many institutions have program reviews in place either in academic affairs, student affairs, or both. However, not all of these program reviews provide meaningful results that lead to program improvement. In this presentation we will start with big picture questions to ensure a high-quality program review for both academic and student affairs program review. The presentation will conclude with tools and best practices. Participants will leave with ideas to improve the program review process and ultimately improve learning and program outcomes through continuous improvement.

...And many more sessions presented by NILOA Senior Scholars & Endorsed Speakers...such as

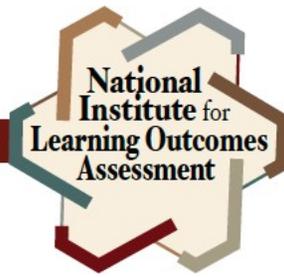
### **Stories and Strategies: Social Media as a Tool for Assessment Professionals**

**Time:** Wednesday, October 28, 11:15-12:15am

**Presenters:** **Joseph D. Levy**, National Louis University; and **Erick Montenegro**, Credential Engine

**Audience Level:** Intermediate

**Abstract:** With great potential to advance our work, social media is an underutilized tool by assessment practitioners. Many organizations use online platforms like Twitter, Facebook, LinkedIn, and Instagram to engage stakeholders, generate interest, and advance strategic goals. Lack of social media engagement can be a missed opportunity to share assessment stories, learn about promising practices, network, engage stakeholders, and leverage our community of practice. This session will help participants navigate using social media effectively from the individual, departmental, or institutional perspective. Special attention will be given to strategies for participants to leverage benefits and overcome challenges associated with social media.



## **Perspectives on Learning Improvement**

**Time:** Wednesday, October 28, 3:14-4:15pm

**Presenters:** **Monica Stitt-Bergh**, Waubonsee Community College; **Kathleen Gorski**, Waubonsee Community College; **Gianina Baker**, National Institute for Learning Outcomes Assessment (NILOA); **Keston H. Fulcher**, James Madison University; and **Ray Van Dyke**, Weave

**Audience Level:** All

**Abstract:** Learning improvement, along with accountability, is an oft cited reason for conducting assessment. Nevertheless, higher education has surprisingly little evidence of improvement. We define learning improvement as intentional changes to an academic program's learning environment that produce better student achievement. This panel of national experts will discuss why learning improvement is so rare/obstacles to learning improvement; what higher education (and you!) can do to make learning improvement more prevalent; how learning improvement is affected by COVID; and how learning improvement can support equity initiatives.