

2021 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.

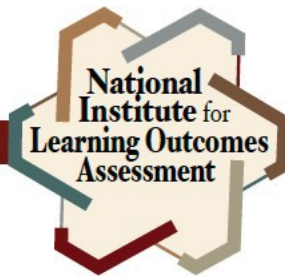


NILOA Track at the Assessment Institute

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.

Sunday, October 24

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

Time: Sunday, October 24, 10-12:30pm

Presenters: Gianina Baker, NILOA & Faon Grandinetti-Crystal, College of DuPage

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.

2021 Assessment Institute Welcome Session

Time: Sunday, October 24, 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

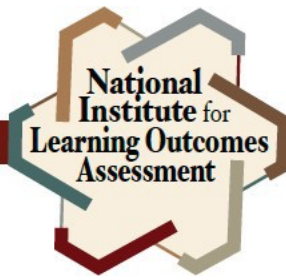
Abstract: Join us virtually to kick-off this year's Institute by honoring Alverno College, the recipient of the 2021 Trudy W. Banta Lifetime Achievement Award and to thank all of our presenters for their excellent contributions to the program! Two Alverno College representatives will also serve as panelists in the Assessment Institute's Plenary Session.

NILOA Special Interest Group Session

Time: Sunday, October 24, 4:30-5pm

Presenters: Gianina Baker. Acting Director, NILOA

Abstract: Join Dr. Baker in this brief gathering to say hello!



Monday, October 25

COVID-19 and Assessment: Student Learning in a Pandemic

Time: Monday, October 25, 10:00-11:00am

Presenters: Joe Levy, Executive Director of Assessment and Accreditation, Accreditation Liaison Officer, National Louis University; Natasha Jankowski, New England College; Marjorie Dorimé-Williams (Moderator), University of Missouri – Columbia

Audience Level: All

Abstract: In March 2020, institutions shifted to remote instruction and assessment practices followed with 97% of institutions making some assessment-related change (Jankowski, 2020). In this session, we highlight findings from the NILOA survey of assessment-related changes during the pandemic, reflect upon the impact of those changes, and discuss how to document learning impacts. Further, we reflect on the past year and a half in assessment - in both academic and student affairs - addressing alternative demonstrations, documenting learning in equitable ways, concerns over cheating, online assessments, and student-focused assessment.

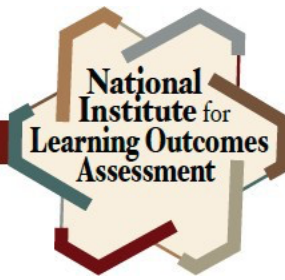
Sustaining Excellence: What's Next for Our 2021 (and past 2016) EIA Designees

Time: Monday, October 25, 11:15-12:15pm

Presenters: Jaclyn Zacharias, Capella University; Stacie Garrett, Cameron University; Jordan Trachtenberg, Rose-Hulman Institute of Technology; Jennifer Kilbourne, Community College of Baltimore County; Stephen P. Hundley, IUPUI; and Kate McConnell, Association of American Colleges and Universities (AAC&U) (Moderator)

Audience Level: Intermediate

Abstract: Join us as we listen to our 2021 Sustained Excellence in Assessment Designees discuss how they've evolved integrated institution-level assessment for over 10 years now at their respective institutions. Emphasizing the point that there's no one right way to do assessment, each institution's journey to not only integrate assessment data from across the institution and also use assessment results to guide program and curricular improvement is different and deserves to be celebrated!



Monday, October 25

Plenary Session and Panel

Time: Monday, October 25, 2-3pm

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
- **Jonathan R. Alger** – Plenary Keynote Presenter President, James Madison University

Plenary Session Panelists:

- **Jonathan R. Alger**, President, James Madison University
- **Gianina Baker**, Acting Director, NILOA
- **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
- **Heather Mernitz**, Professor of Physical Sciences and Chair of the Council of Student Assessment, Alverno College
- **Sister Kathleen O'Brien**, Provincial Coordinator, School Sisters of St. Francis and Senior Vice President for Academic Affairs Emerita, Alverno College

Tuesday, October 26

Diversity, Equity, and Inclusion Track Keynote

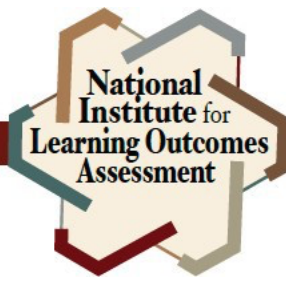
Becoming an Equity-Centered Practitioner: Recognizing, Disrupting, and Reframing

Time: Tuesday, October 26, 10-11am

Presenters: **Gianina Baker**, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; **Gavin Henning**, New England College; and **Anne Lundquist**, Anthology, Inc.

Audience Level: All

Abstract: As assessment practitioners, we operate within multi-layered systems that include our department, college or university, U.S. higher education, and the broader society. Equity-centered assessment is one tool to disrupt and dismantle power and oppression rooted in such systems. Effectively engaging in equity-centered assessment starts with each one of us individually. Using a model based on recognition, disruption, and reframing, the presenters will discuss how each of us can take the first steps to engage in equity-centered assessment. Participants will have the opportunity to reflect on their own identity, positionality, power and experiences and will leave with concrete suggestions and strategies they can implement immediately as they work to become equity-centered practitioners.



Student-Focused Assessment: Leading with Learners

Time: Tuesday, October 26, 11:15-12:15pm

Presenters: Natasha Jankowski, New England College; Gianina Baker, NILOA

Audience Level: All

Abstract: Imagine, if you will, that students and their learning were the center of assessment efforts. How might assessment processes and practices look different? And why would it matter? In this session, learn about the literature on student involvement and partnership in assessment when students become the focus of assessment. Together we will explore the what, the why, and the how of student-focused assessment. Through sharing examples and resources from before and during COVID19, this presentation repositions assessment where students are not simply the vessels from which learning data are extracted, but active partners in the process of learning and assessment.

Breaking Learning Barriers Through Academic and Non-Academic Assessment

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

Presenters: Mark Howse, Morehouse School of Medicine; Shontell M. Stanford, Interdenominational Theological Center; and Franz Reneau, Georgia Institute of Technology; Shae Robinson (Moderator), MBA from Alabama State University

Audience Level: All

Abstract: As institutions of higher education are responding to rapid transformations, a need to understand how to break learning barriers and bring educational equity to their institutions, along with meeting the demands for evidence of student achievement. HBCU Collaboration for Excellence in Educational Quality Assurance (HBCU-CEEQA) came together to serve as a catalyst in helping to address shared challenges and solutions related to accreditation and other external accountability expectations with the aim of changing the narrative about HBCUs and addressing some of the unique learning barrier on their campuses.

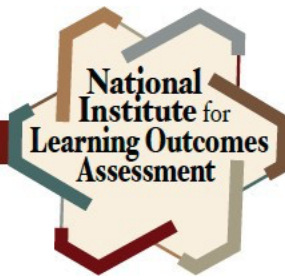
Putting Learning in Learning Analytics: An Alternative Approach

Time: Tuesday, October 26, 12:30-1:30pm

Presenters: Amelia Parnell, National Association of Student Personnel Administrators (NASPA); Natasha Jankowski, (Moderator) New England College; Andrew Wolf, University of Rochester; Taylor Kendal, Learning Economics Institute; Gianina Baker, NILOA

Audience Level: All

Abstract: What if analytic models included evidence of learning? And what if that learning came from both academic and student affairs? How might administrative decision-makers approach determining models for supporting student learning differently? Join this panel discussion that builds upon the work of a Comprehensive Learner Record with embedded evidence of student learning to explore the concept of Achievement Analytics - an approach to analytics that begins with actual achievements of student learning. Panelists will discuss the future of analytics as well as implications for equitable models of learning support.



Compounding Error: What is Missing and Ill-Defined in Assessment Scholarship and the Path Forward

Time: Tuesday, October 26, 2:00-3:00pm

Presenters: Marjorie Dorime-Williams, University of Missouri-Columbia; Cindy Cogswell, Ohio University; Gianina Baker, NILOA; Pamelyn Shefman, Alvin Community College (Moderator)

Audience Level: All

Abstract: At last year's Assessment Institute, we examined the disconnect between assessment practice-based literature and the scholarly conversations unfolding on assessment within academic journals, by way of a content analysis of assessment specific scholarly articles. In this session presenters will unpack the disconnect between assessment practice and scholarly writing, followed by a review of suggested gaps in the literature. Attendees will explore different writing outlets and hopefully connect with others interested in writing projects in the field of assessment.

Equity-Centered Assessment in Action: Exemplars of Practice

Time: Tuesday, October 26, 3:15-4:15pm

Presenters: Gavin Henning, Professor of Higher Education, Program Director, Master of Higher Education and Doctorate of Education Programs, New England College; Anne Lundquist, Anthology; Erick Montenegro, Credential Engine; Natasha Jankowski, New England College; Gianina Baker, (Moderator) NILOA

Audience Level: All

Abstract: The intersection of equity and assessment is one of the hottest topics in assessment practice. Authors from the forthcoming Stylus book titled, *Reframing Assessment to Center Equity: Theories, Models, and Practices in US Higher Education*, highlight concrete examples of equity-centered assessment across the college enterprise at the course-, program-, and institutional-levels. In this session, the presenters will provide an overview of key concepts related to equity-centered assessment, share exemplars of equity-centered assessment in action, and reflect on the book writing process.

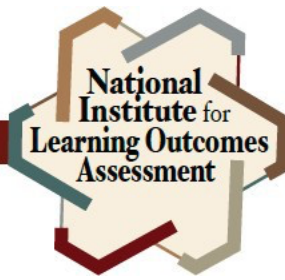
Advancing Institutional Assessment: Lessons from Excellence in Assessment 2021 Designees

Time: Tuesday, October 26, 4:30-5:00pm

Presenters: Gianina Baker (Moderator), NILOA; Caron Inouye, Maureen Scharberg, and Julie Stein, California State University, East Bay; Anne Marie Karlberg and Tresha Dutton, Whatcom Community College

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 2021 EIA designees in reflecting on lessons learned and promising practices at their respective institutions.



Wednesday, October 27

NILOA Keynote: Centering Healing in the Assessment Process

Time: Wednesday, October 27, 10-11am

Presenters: **Gianina Baker**, National Institute for Learning Outcomes Assessment (NILOA) and University of Illinois Urbana-Champaign; (Introduction by **Gina Polychronopoulos**, George Mason University)

Audience Level: All

Abstract: This track keynote discusses an emerging trend in the assessment field—healing-centered assessment. Building off literature specific to trauma-informed teaching and learning in both P-12 and postsecondary spaces, this keynote reflects on local and national events in the last year and explores the future as we ponder what healing-centered assessment practice is and how to sustain it into the future. This keynote also serves as an introduction to the National Institute for Learning Outcomes Assessment (NILOA) track sessions, of which many discuss emerging developments in national projects of interest to assessment practitioners, such as the Degree Qualifications Profile (DQP) 3.0.

Democracy and Assessment: Building A Better Future

Time: Wednesday, October 27, 12:30-1:30pm

Presenters: **Natasha Jankowski** (Moderator), New England College; **Divya Bheda**, Examssoft; **Andre Foisy**, Excelsior College; **Michael Seelig**, CUNY-Medgar Evers College; **Ereka Williams**, Winston-Salem State University

Audience Level: All

Abstract: This session provides space for assessment practitioners to explore the relationship between assessment and democracy while engaging in dialogue on the history of assessment and consider alternative assessment conceptions to assessing democratically related learning outcomes beyond civic engagement. Building upon the work begun in a four-part webinar series exploring democracy and assessment, re-imagining democratically focused learning outcomes, and re-thinking means to assess those outcomes, this session provides an update and entry point to the conversation on how assessment can proactively support a Democratic society.

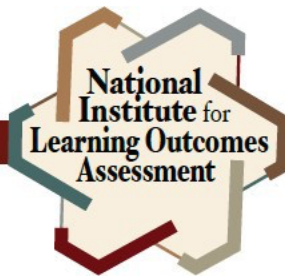
DQP 3.0: A Look Back in a Move Toward the Future

Time: Wednesday, October 27, 2:00-3:00pm

Presenters: **Amber Garrison-Duncan**, Lumina Foundation; **Gianina Baker**, (Moderator) NILOA; **Paul Gaston**, Consultant to Lumina Foundation; **Stephanie Poczos**, National Louis University

Audience Level: Advanced

Abstract: Over 800 colleges and universities documented the impact and use of the Degree Qualifications Profile (DQP) as faculty and staff assessed student learning, aligned and mapped curriculum, and reviewed educational practices. This session will review the history of the DQP, discuss how the current DQP 3.0 differs from its predecessors, and include experiences of two institutions who worked with the DQP and their lessons learned. Implications for assessment will be explored as faculty and assessment practitioners continue to enhance student learning and experiences by differentiating the level of learning that takes place at the associate, bachelor's, and master's degree levels.



The Past, Present, and Future of Learning Recognition & Incremental Credentialing in Higher Education

Time: Wednesday, October 27, 3:15-4:15pm

Presenters: **Nan Travers**, Director, Center for Leadership in Credentialing Learning, SUNY Empire State College; **Bitsy Cohn**, Senior Consultant; **Patricia Pillsworth**, Director of Academic Program Development, Center for Leadership in Credentialing Learning, SUNY Empire State College; **Ashley Frank**, Project Coordinator, Center for Leadership in Credentialing Learning, SUNY Empire State College; **Gianina Baker**, (Moderator) NILOA

Audience Level: All

Abstract: Learning recognition was in an upswing prior to the pandemic, and now, even more, plays a critical role in how we respond to the evaluation of learning and credential attainment. Join us for a discussion where panelists will dive into current issues and trends surrounding learning recognition and incremental credentialing. Additionally, panelists will share a model developed from feedback from the field of how incremental credentialing can address inequities in education and work and meet the needs of the learn-and-work ecosystem (licenses, industry certifications, certificates, badges, microcredentials, etc.).

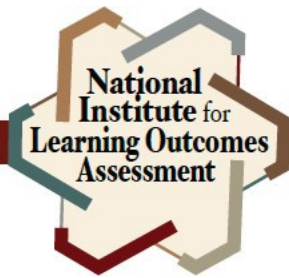
Using Evidence-Based Storytelling to Better Tell Your Institutional Assessment Story

Time: Wednesday, October 27, 4:30-5:00pm

Presenters: **Cindy Cogswell**, Ohio University (Moderator); **Natasha Jankowski**, New England College; **Gianina Baker**, NILOA

Audience Level: Intermediate

Abstract: A focus on evidence-based storytelling can position assessment professionals to better tell institutional assessment stories using evidence of student learning specific to institutional context and audience. Join us as we define and discuss evidence-based storytelling as a means to use evidence from assessment to foster institutional change, advance learning, and create arguments about the effectiveness of learning experiences within institutions of higher education. To assist institutions in the practice of sharing assessment data, we will also review a Toolkit that utilizes a collaborative, field-tested peer review process to meet current accountability and transparency demands.



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

Exploring Motivation of Faculty to Increase Assessment Actions

Time: Sunday, October 24, 1:30-4pm

Presenters: Joseph D. Levy, National Louis University

Abstract: Motivation can be a major influence for engagement in assessment work and data-informed action for improvement. This presentation will draw connections between Self-Determination Theory (SDT) as a framework to understand faculty behavior and engagement with assessment activity. After presenting research on SDT in relation to both faculty responsibilities and assessment challenges, connections and implications for practice will be provided. Audience members will have the opportunity to engage in reflective activities, group discussion, and Q&A in order to understand and plan to act on practical implications to increase faculty use of assessment results in institutional practice.

NSSE's 3rd Decade: Highlighting New Emphases in Assessment and Student Engagement

Time: Monday, October 25, 11:15-12:15pm

Presenters: Allison BrckaLorenz, Jim Cole, Robert Gonyea, Alexander McCormick, Jillian Kinzie, and Shimon Sarraf, Indiana University—Bloomington

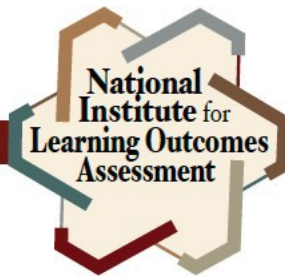
Abstract: The National Survey of Student Engagement (NSSE) is excited to enter our 3rd decade of assessment to improve educational quality and student outcomes. This session will highlight NSSE's suite of surveys – the Faculty Survey of Student Engagement (FSSE) and Beginning College Survey of Student Engagement (BCSSE) and new emphases, including survey items on effective teaching and sense of belonging and data visualization tools. We'll also introduce enhancements including Topical Modules to assess inclusiveness and cultural diversity, advising, and quality in online education and HIPs. Join us to exchange ideas with staff and other NSSE users.

Combining Assessment and Program Review: A Comprehensive Approach to Strategic Program Health

Time: Monday, October 25, 3:15-4:15pm

Presenters: Nate Flint, Joseph D. Levy, and Margaret Stemler, National Louis University

Abstract: In 2018-2019, the Undergraduate College at National Louis University undertook a pilot initiative to develop a new annual program review process. The goal was to combine two annual reporting cycles - program review (including program health metrics like enrollment growth, persistence, and completion) and assessment of student learning - into a single cycle that provided program chairs and faculty with a more holistic view of program performance. Now a mature initiative in its third year of implementation, the team that developed and oversees the process shares lessons learned and key features.



Preliminary Impressions from Delivering on the Promise of High-Impact Practices

Time: Tuesday, October 26, 12:30-1:30pm

Presenters: Jerry Daday, IUPUI; Jillian Kinzie, Indiana University—Bloomington; Ken O'Donnell, California State University Dominguez Hills; Carleen VandeZande, University of Wisconsin System Office; and John Zilvinskis, Binghamton University, State University of New York

Abstract: This session will focus on a forthcoming book from Stylus Publishing that compiles leading scholarship, methodologies, and evidence-based practices within the field of high-impact practices. The purpose of the volume is to elevate the HIPs within the scholarly literature, and to encourage faculty, staff, and administrations to employ methodologies and data to examine the equity and efficacy of HIPs as well as their influence on student success and learning. In this session, preliminary impressions from the work will be shared related to equity and access for traditionally underserved students, fidelity of implementation, tracking and assessment of experiences, and building capacity while maintaining rigor in these high quality experiences.

Running an Assessment MOOC: Reflection After 5 Years & 8,000+ Students

Time: Tuesday, October 26, 12:30-1:30pm

Presenters: Emily Langdon, University of California Merced; Joseph D. Levy, National Louis University; and Vince Nix, Lamar University

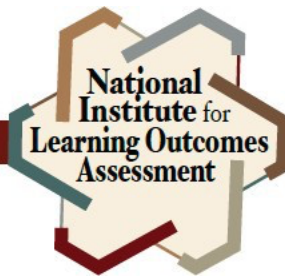
Abstract: Knowing higher education professionals - especially in student affairs - lack training and experience in assessment, the Student Affairs Assessment Leaders created a free, massive open online course (MOOC) as a structured development opportunity for all interested parties. This session will describe the history and design of the course, as well as outcome and operational data signaling success over five years. After sharing tips to leverage the course for individual and group professional development, attendees will engage in activities to plan to use the information shared to enhance assessment capacity at their institution. Time will also be allotted for questions and answers.

Trends in Student Affairs Assessment: Leadership, Scholarship, & Allyship

Time: Wednesday, October 27, 10-11am

Presenters: Caleb J. Keith and Eric A. Weldy, IUPUI; Ciji Heiser, Western Michigan University; Joseph D. Levy, National Louis University; and Heather Strine-Patterson, Appalachian State University

Abstract: Moderated by Caleb J. Keith, this session will engage a panel of student affairs and co-curricular leaders, scholars, and practitioners in conversations about the state of student affairs and co-curricular education. Topic will include leadership perspectives and strategies, publication themes and opportunities, useful resources, and attention to issues of diversity, equity, and inclusion, all focused on ensuring student success.



Assessing Sense of Belonging for Student Success: New Findings from NSSE

Time: Wednesday, October 27, 11:15-12:15pm

Presenters: Allison BrckaLorenz, Colleen Lofton, and Jillian Kinzie, Indiana University—Bloomington

Abstract: Sense of belonging influences student persistence and success. NSSE 2020 findings from 521 bachelor's granting colleges and universities show most first-year students feel comfortable being themselves and feel valued and a part of the community at their institution, yet notable differences were found for traditionally marginalized subpopulations. This session will provide an overview of findings through an interactive discussion and publicly available data visualization. Facilitators will provide examples of how institutions have used their data to assess and impact belongingness. Participants will identify actions their institution can take to influence the sense of belonging on their campus for marginalized student populations.

Credential Transparency: Differentiating Using Assessment and Outcome Information

Time: Wednesday, October 27, 11:15-12:15pm

Presenters: Jeff Grann and Erick Montenegro, Credential Engine

Abstract: With nearly 1 million credentials offered in the U.S., we need greater credential transparency—a common understanding of what different credentials mean, how they are assessed, their outcomes, and more. Credential transparency helps the public and can also incent institutional leaders to prioritize high-impact practices. This session will offer an overview of how Credential Engine and its partners are advancing credential transparency; including an overview of some of the quality assurance and competency frameworks in the Credential Registry—a public repository of credential data. Participants will share strategies for using national initiatives to improve assessment practices and outcomes.

Social Media and Assessment: Education, Engagement, and Disruption

Time: Wednesday, October 27, 12:30-1:30pm

Presenters: Lesley D'Souza, Western University; and Joseph D. Levy, National Louis University

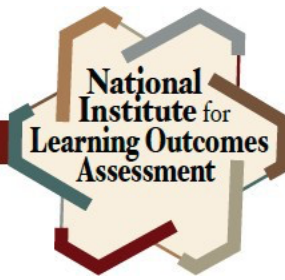
Abstract: Social media is a technology that can't be ignored by anyone working in higher education and student affairs. Too often, we use it as a one-way tool for promotion, but it can also be a window into culture, climate, and change over time. Join us to learn more about social media, the data it can collect, and how to create an engagement and learning assessment strategy for social media at your institution.

Expanding Professional Learning for Assessment and Improvement

Time: Wednesday, October 27, 3:15-4:15pm

Presenters: Suzanne Carbonaro, AEFIS; and Joseph D. Levy, National Louis University

Abstract: Professional learning in higher education is a precious commodity given shrinking budgets and changes to the higher-ed landscape. To support assessment development efforts, AEFIS and Student Affairs Assessment Leaders (SAAL) are partnering to broaden the scope for assessment professional development nationwide. Together, they're expanding SAAL's "Applying & Leading Assessment in Student Affairs"



course and resources to AEFIS Academy - an open online community dedicated to professional learning and networking in assessment, strategic planning, and best practices for teaching and learning. Learn how AEFIS and SAAL collaboration will support those leading assessment activities, and keep higher education leaders current in their work.

(Pre-Recorded Session) Assessing Affective Learning Outcomes in Online Environments

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

Presenters: Joseph D. Levy, National Louis University; and Vince Nix, Lamar University; Misty Song, Abilene Christian University; and Muzhen Zhang, Northwestern University

Abstract: The Griffith University Affective Learning Scale (GUALS) developed by Rogers et al. (2018) was used to assess online course data. This session will incorporate assessment data from two online cohorts of doctoral students and a professional certification MOOC. As recent politically-charged events have demonstrated, higher education institutions cannot afford to continue graduating and certifying valueless leaders. This presentation responds to research calls from Hansen, 2019; Hundley et al. 2019; Norris and Weiss, 2019; and Zahl et al. 2019 to respectively: assess growth mindsets, and to integrate affective learning outcomes based on reflection and introspection, transdisciplinary learning and assessment, and measurements of attitudes, skills and values unique to professional roles.