



Workshop #1: AALHE Assessment Institute (Full Day)

Presenter:



Jane Maire Souza PhD- Assistant Provost for Academic Administration, University of Rochester

Jane Marie Souza is an assistant provost for academic administration at the University of Rochester. In her role, Souza serves as the University's chief assessment officer and manages academic policies in areas that require coordination among schools. In addition, she serves as a liaison with the New York State Education Department and the Middle States Commission on Higher Education. Souza has served on accreditation teams for the Middle States Commission on Higher Education, the New England Association of Schools and Colleges, the Council on Podiatric Medicine, and the American Association of Colleges of Pharmacy. She has offered assessment workshops for higher education institutions and presented at national and international assessment conferences. She has also written for the National Institute for Learning Outcomes Assessment publications and for the journal *Assessment Update*. Souza believes that her primary objective is to translate and document assessment and accreditation information for multiple constituencies, including state boards, accrediting agencies, alumni, and most importantly Rochester's campus community. Prior to her role at Rochester, Souza was assistant dean of assessment and chair of the assessment leadership team at St. John Fisher College. She has also served as chief academic officer for the New England Institute of Art and executive director of CONNECT, a six-university consortium in southeastern Massachusetts.

Presenter:



Catherine M. Wehlburg- Associate Provost for Institutional Effectiveness, Texas Christian University



Dr. Catherine M. Wehlburg is the Associate Provost for Institutional Effectiveness at Texas Christian University. She has taught psychology and educational psychology courses for more than a decade, serving as department chair for some of that time and then branched into faculty development and assessment. Dr. Wehlburg has worked with both the Higher Learning Commission of the North Central Association and the Commission on Colleges with the Southern Association of Colleges and Schools as an outside evaluator. In addition, she has served as editor of *To Improve the Academy* and is currently the Editor-in-Chief for the *New Directions in Teaching and Learning* series. Dr. Wehlburg regularly presents workshops on assessment, academic transformation, and the teaching/learning process. Her books include *Promoting Integrated and Transformative Assessment: A Deeper Focus on Student Learning* and *Meaningful Course Revision: Enhancing Academic Engagement Using Student Learning Data*. She earned her Ph.D. in educational psychology from the University of Florida.

This full-day learning opportunity will be offered to an inaugural cohort of 40 participants maximum. Dr. Jane Marie Souza and Dr. Catherine Wehlburg, both members of the Board of AALHE, will lead this workshop-style institute. These facilitators will bring a mix of theory and practice along with an engaging and participatory mix of information, practice, feedback, and skill-building. Participants will leave this institute with a solid foundation in the assessment of student learning, multiple resources, and a network of colleagues from across the country. Using their experiences at the course, program, institution, and national levels, the facilitators will foster lively conversations about what has worked, what hasn't worked, and how higher education can best focus on improving and enhancing the quality of student learning at our institutions.

The AALHE Assessment Institute is intended for...

- Anyone who would benefit from a comprehensive review of assessment concepts, beginning with the basics
- Anyone who would like to address knowledge gaps in their assessment education
- Anyone who would like hands-on practice applying fundamental assessment strategies

Topics will include, but are not limited to...

- Defining assessment and assessment-related terms
- Identifying ways to practice formative and summative assessment
- Describing both qualitative and quantitative methods for gathering meaningful data
- Illustrating good psychometric practices that can be used by anyone
- Practicing good rubric development and use
- Including many opportunities for discussion and active learning

Note: The concepts will be introduced and immediately followed by learning activities and discussion.

An important aspect of this Institute is the cohort-based approach.

- Participants will spend the day learning together, lunching together, and attending a plenary session together
- By creating a network, participants will have access to each other, the facilitators, and many other resources long after the end of the program

Recognizing that each institution has a different mission and culture...



- This Institute will provide a framework for ways to better understand how to use information and data to inform decision making. The facilitators will work to use examples from many different types of institutions and will encourage dialogue among all participants in order to model good practices for determining how, when, and why to use assessment.

Participants will leave with...

- Handouts of all slides, case studies, and templates
- Reference lists and other resources will be shared during the session and in communications following the institute. Contact information for cohort members.

Please note: Institutions are encouraged to send more than one person to of this Institute, but all participants will benefit from making new connections for future communications and shared resources.



Workshop #2: Visualizing Assessment Data through Interactive Dashboards

Presenter:



Frederick Burrack - Director of Assessment, Kansas State University

Frederick Burrack is Director of Assessment, Professor of Music Education, Graduate Chair for Music, Distinguished Graduate Faculty. Dr. Burrack taught at Ball State University from 2002-2005 and music in the Carroll Community School District in Carroll, Iowa from 1982-2002. Dr. Burrack's research interests include student learning processes and assessment of learning, cross-disciplinary instruction, and instructional thought development in music teachers. He guides professional development seminars across the United States, has numerous publications in music education and assessment journals, and has presented many conference sessions nationally and internationally.

Presenter:



Chris Urban - Assistant Director of Assessment, Kansas State University

Chris Urban joined K-State's Office of Assessment as Assistant Director in Spring 2013. He served the two years prior in national service as an AmeriCorps*VISTA volunteer at Metropolitan Community College in Omaha, Nebraska, working to improve educational outcomes of military and veteran students. Chris earned both a B.S. in Economics (2008) and M.A. in English-Cultural Studies (2011) from the university, and is currently working toward a Ph.D. in Student Affairs in Higher Education.

Description:



This pre-conference workshop will walk users through transforming assessment scores into interactive dashboards that enable faculty, staff, and administrators to more deeply engage with direct assessment results. Data preparation, model creation, and report design will be shown using provided sample data files. To fully engage with the session, participants will need a windows laptop with the free Power BI desktop client installed. Additionally, the workshop provides a framework to automate and deepen data analysis, which reduces the burden placed on faculty, program coordinators, and assessment staff. The workshop will also utilize a tool that allows easy report customization at the program level, allowing assessment staff to automate reports while still tailoring analyses to suit the needs of individual programs. Finally, the workshop will demonstrate how to link indirect and direct assessment data to get a richer view student learning.

Learning Outcomes:

At the end of this workshop, participants will be able to...

1. Create interactive reports and dashboards from direct and indirect assessment data.
2. Learn several techniques for preparing assessment-related data for visualization.
3. Understand how data tools can be used to automate data extraction, transformation, analysis and reporting.



Workshop #3: Accreditation and Accountability for Education Programs: Selecting and Using the Most Compelling Evidence

Presenter:



Brigitte Valesey, Ph.D. – Director of Assessment and Accreditation-School of Education, Drexel University

Brigitte Valesey's experience in K-12 and higher education spans teaching; developing and evaluating innovative programs to support teaching and learning; designing and implementing student learning assessment; and conducting peer evaluations related to accreditation. Brigitte spent 12 years teaching at the middle and high schools levels in Montgomery County, Maryland and Norfolk, Virginia. Her K-12 education association experience involved creating a national teaching and learning center and multi-state consortium for implementing K-12 technological literacy standards. At another university, she established an office for student learning assessment where she developed program assessment processes; provided consultative services for academic programs and professional accreditation efforts; conducted customized assessment training; and designed assessment surveys, rubrics, and other resources.

Presenter:



Sarah Ulrich, Ed.D. – Associate Dean for Teacher Education and Undergraduate Affairs, and Clinical Professor of Teacher Education, Drexel University

Sarah Ulrich has been working in teacher preparation for over fifteen years. Before, transitioning to higher education, Sarah spent 10 years teaching in both elementary and middle schools in the Archdiocese of Los Angeles and the Los Angeles Unified School District. She holds a B.A. in Journalism, an M.A. in Elementary Education with an emphasis in Cross Cultural, Language and Academic Development and a doctorate in Educational Leadership from Saint Joseph's University. Her dissertation, *The Role of "Racialized Consciousness" for White, Female, Middle Class Teachers in Urban Settings*,



examined the lack of cultural synchronization between the U.S. Teaching population and diverse learners in urban schools. She is the co-Chair for the Education initiatives for the US Department of Education's \$30M, multi-year Promise Neighborhood grant for West Philadelphia Promise Zone. She recently served as the co-Principal Investigator on a \$1.8M PDE Eligible Partnership Grant for building community partnerships with Philadelphia schools and developing Drexel's Teacher Residency initiative. She has also previously served as the Director of Student Teaching for Saint Joseph's University.

Description:

This pre-conference workshop is intended for educator preparation leaders, the recruitment and preparation of high quality PK-12 teachers, specialists, and administrators is an imperative. While each educator preparation program provider (EPP) prepares PK-12 educators according to unique missions and visions, these providers share a commitment to rigorous and impactful educational experiences that produce ground-ready PK-12 teachers and leaders for the diverse communities in our region. This session seeks to bring participants together with education program providers, state department education leaders and members of the CAEP national accreditation organization to discuss and strategize evidence-centric practices and design approaches related to candidate success and continuous program improvement.

State certification requirements, statewide assessments, and professional accreditation standards provide shared expectations for education graduates, programs, and impacts on PK-12 students. Collectively, EPPs continue to respond to rapidly changing political, economic, regulatory, and social environments, and meeting challenges with new opportunities. It is in this broader context that this session seeks to provide the space for EPPs and other related stakeholders to discuss opportunities, address challenges and to learn from one another.

Education programs preparing graduates for PK-12 schools face rigorous expectations for external accountability and compliance, especially at the federal and state levels. Likewise, professional accreditation for EPPs has changed dramatically, in the evolution of education accrediting organizations from the former NCATE and TEAC to the Council for Accreditation of Education Providers (CAEP). PK-12 educators are challenged to address new CAEP standards and are finding that compliance expectations are now highly candidate-centered, evidence-based and focused on continuous improvements. Likewise, PK-12 educators are facing heightened internal accountabilities at their own institutions for enrollments and retention, quality and successful employment of graduates, and stewardship of program resources.

Learning Outcomes:

At the conclusion of this workshop, participants will be able to...

1. Apply strategies to identify strong evidence for continuous improvement in education candidate success and program effectiveness.
2. Explore ways to leverage learning evidence and program review findings for considering and pursuing accreditation self-study.
3. Explore ways to collaborate with state and local LEAs to identify evidence-based strategies to enhance candidate/completer success and program effectiveness



Workshop #4: Overcoming Curricular Fragmentation: An Experiential Learning Approach to Curriculum Mapping

Presenter:



**Jennifer Harrison, Associate Director of Assessment,
University of Maryland Baltimore County**

Jennifer M. Harrison, Ph.D. has worked in higher education for over 25 years and is currently UMBC's Associate Director for Assessment in the Faculty Development Center. She designed and implemented the assessment process for her former institution, was instrumental in garnering 10-year reaccreditation, and was the founding director of the assessment committee. At UMBC, she consults with faculty and staff to strengthen learning assessment practices and offers seminars and workshops to support the scholarship of teaching and learning.

Presenter:



**Vickie Williams: Director of Student Services, University of
Maryland Baltimore County**

Vickie Williams, Ph.D. is the Director of Student Services for UMBC's Department of Education and a faculty member in the First-Year Experience program. She serves on the Board of the Women's Center and supports students as both an academic and residential advisor. She developed her expertise in teaching students to become effective self-regulated learners by challenging them to acquire cognitive, affective, and psychomotor competencies.

Description:

This pre-conference workshop will focus on curriculum mapping that helps build collaboration, continuity, and connection across students' learning opportunities, fostering higher-level integrative



learning, and a more cohesive learning experience. However, programs at many institutions struggle to form shared visions of how their curricula work. How can we collaborate to build programs that scaffold deeper student learning, measure and improve that learning, and align learning opportunities? Collaborative curriculum mapping is one solution. In this gamified workshop, we will gain experiential learning in curricular and co-curricular mapping, aligning vertically and horizontally to build common ground, optimizing direct measures, triangulating direct and indirect evidence, closing the loop, using double-loop analysis, and creating continuity mechanisms.

The presenters have created a gamified approach to curriculum mapping, so participants will experience a collaborative process that can help them internalize the key benefits and challenges involved in mapping a curriculum. Our learning activity is scaffolded by mini-presentations and interactive clicker-like quizzes that empower participants to apply the threshold concepts to an authentic program example. By participating in a kinesthetic, hands-on mapping challenge, participants will expand their cognitive, affective, and psychomotor competencies related to curriculum design. In particular, they will identify at least one closing-the-loop intervention to implement. When participants present their maps in the sharing/critique session, our collaboration will illuminate common ground, generate new ideas for improvements, and model the kinds of conversations many programs need. Participants will then have the opportunity to apply ideas from the sharing/critique to improve their curriculum maps. We will develop their double-loop analysis skills by complicating their curricula with direct and indirect results that challenge them to create new ideas to improve their curriculum and student learning.

Learning Outcomes:

At the conclusion of this workshop, participants will be able to...

1. Analyze curriculum mapping and vertical and horizontal outcome alignment.
2. Design a curriculum map for a sample program.
3. Apply double-loop analysis to propose curricular improvements.



Workshop #5: Learn and Practice Dynamic Individual Mindfulness Techniques to Increase Awareness of Faculty Engagement

Presenter:



Ken Mawritz Ph.D., Professor, Drexel University

Ken Mawritz has been a professor at Drexel University in the School of Education for eight years. He earned his Ph.D. at the University of Pittsburgh, with a focus on conflict resolution. Ken's research emphasis is on leadership and change. He was the co-facilitator of the national committee to develop Ted Sizer's Tenth Common Principle entitled Democracy and Equity. He was a member of the Coalition of Essential Schools National Congress and a member of the Middle States Advisory Commission on Secondary Schools. He utilizes Irving Goldaber's Communication Laboratory and The Presencing Institute's Social Presencing Theater to address collective awareness

Description:

The focus of this workshop is to address the significance of the conference theme regarding "Faculty Engagement." Workshop participants engage in individual mindfulness and in practices that increase awareness of the "social body." By heightening their sense of inter-personal connection, participants are better able to access creativity, facilitate groups, and provide effective and compassionate leadership. The use of non-verbal techniques to inquire into "stuck" situations in one's professional and organizational life lead to surprising insights and possibilities. Social Presencing Theater (SPT) heightens sensitivity to current experience, brings attention to shifts in social justice or a contextual field, and is a method for prototyping seeds of the future. Arawana Hyashi the designer of SPT leads the creation of SPT for the Presencing Institute (Scharmer, 2016).

Leading by Convening (Cashman, et. all, 2014) is a process where educational leaders look to have authentic engagement. This authentic engagement has three prongs of (a) ensuring relevant participation from all stakeholder groups, (b) coalescing around issues, and (c) collaborating to solve problems (Cashman, et. all, 2014).

The workshop's teaching implications include the development of a person's knowledge base regarding facilitation techniques, an "outright" application of lessons learned, and modeling effective teaching and learning interaction.

Learning Outcomes:



1. To interact and collaborate within a team while utilizing empathic listening
2. To learn and understand several key leadership principles
3. To learn how to utilize a Social Presencing Theater technique(s)



Workshop #6: Nuts and Bolts of Leading an Accreditation Self-Study

Presenter:



Janet Thiel: Director of Assessment, Georgian Court University

Janet Thiel, OSF, PhD is currently serving at Georgian Court University as Director of Assessment. Her background is varied, spanning from elementary and secondary school teacher and principal to collegiate instruction, faculty development, and academic administration. At her current and previous institution, she has been the "behind the scenes" director of the self-study process for MSCHE reaffirmation of accreditation.

Description:

While MSCHE offers support for the accreditation process, they concentrate on understanding the Requirements of Affiliation and Standards for Accreditation, as well as the approved process for completing a self-study. What is not covered is the internal processes a university needs to consider as it begins and executes its self-study. These processes include how to engage senior leadership in supportive roles and decisions, how to manage meetings and data, best fit for steering committees and subcommittees, and how to engage the university community. This workshop will allow the participants anticipating a self-study to think through the necessary internal processes as applicable for their institution.

Learning Outcomes:

1. Identify internal processes already in place that can facilitate a self-study and ensure its relevance "after the visit".
2. Develop a network of peers for professional support during a self-study process.
3. Analyze the internal assets (personnel, technology, leadership) and capacity useful for a successful self-study at the institution.



Workshop # 7: Natasha Jankowski: Director, National Institute of Learning Outcomes Assessment

Workshop details coming soon!