

6th Annual Institute on Best Practices in Institutional Effectiveness

Getting Assessment, Accountability & Outcome Evaluation Right the First Time

The Courtyard by Marriott Capitol Hill/Navy Yard

July 7-10, 2013 in Washington, DC

Conference Program

Welcome! The first two half-day sessions are for first-time attendees (Sunday afternoon and Monday morning). Former attendees need to arrive in time for lunch on Monday, July 8th (day two). However, we welcome you to attend Sessions I & II if you would like a refresher.

Day 1: Sunday, July 7, 2013 (First-time Attendees)

12:00 – 1:00 pm Registration

1:00 – 3:00 pm **Session I: What Is Institutional Effectiveness and What Should It Look Like at My Institution?**

Presenter: Terri Manning, Ed.D.

Director, Center for Applied Research, Central Piedmont Community College

Session Description

Institutional Effectiveness (IE) is a term used by all six regional accrediting agencies with some common elements. This session will address the organization of institutional effectiveness at an institution of higher education, the elements included in an IE plan, the history of IE, creating a sense of urgency among faculty and staff and common IE processes.

3:00 – 3:30 pm Afternoon Break

3:30 – 5:00 pm **Session II: Evaluating Interventions: A Missing Link in Institutional Effectiveness**

Presenter: Terri Manning, Ed.D.

Director, Center for Applied Research, Central Piedmont Community College

Session Description

Colleges and universities initiate many programs and interventions to serve students but often do not take the time to evaluate them for effectiveness. This session looks at the basics of program evaluation, the use of logic models, the formation on an evaluation team and strategies to prove that programs/services work before they are scaled up.

Day 2: Monday, July 8, 2013 (First-time Attendees in the morning)

8:30 – 10:30 am **Session III: Fundamentals of Meaningful Assessment: Outcomes, Methods and Data! Oh, My!**
Presenter: Gloria Rogers, Ph.D.
Higher Learning Commission (HLC) of the North Central Association

Session Description

The demands for accountability and the publishing of results on student outcomes come at a time when institutional resources are stretched and faculty resistance persists. Faculty often look to the IR Office for data without clearly explaining what the question is that they are trying to answer and then point to the office when the data don't make sense. This session will focus on the assessment processes that should be in place to guide the academic leadership in developing systematic, efficient and sustainable assessment processes for program and institutional outcomes. Topics covered include the importance of language, defining learning outcomes, similarities and differences between classroom assessment and program/institutional assessment, curriculum mapping, reporting results for action, and lessons learned. Emphasis will be placed on the quality of the assessment process and strategies to minimize the workload of faculty in the process.

10:30 – 10:45 am Morning Break

10:45 – 12:15 pm **Session IV: Why Program and Unit Review: Philosophy and Practice**
Presenter: Denise Wells and Terri Manning, Ed.D.
Director, Institutional Effectiveness, Central Piedmont Community College
Director, Center for Applied Research, Central Piedmont Community College

Session Description

Program and unit review have changed greatly over the last 50 years. Colleges and universities have found the process a dumping ground for all things “academic.” This session addresses the contents of several models of program review, how to create an effective model at your institution and a template to help get academic, student services and administrative units through the process.

12:15 – 1:00 pm Lunch - All Attendees

1:00 – 2:30 pm **Session V: Rethinking General Education: Is it General Knowledge Needed in the 21st Century**
Presenter: Terri Manning, Ed.D. and Denise Wells
Director, Center for Applied Research, Central Piedmont Community College
Director, Institutional Effectiveness, Central Piedmont Community College

Session Description

General education has been included in higher education since the id 1800s. But times have changed and so too should the educational elements we call “general knowledge and skills every educated person should have.” This session addresses the entire general education system of higher education, the role of accreditors in general education identification and assessment, a process for assessing gen ed within the core courses and one for assessing gen ed across the curriculum.

2:30 – 02:45 pm Afternoon Break – All Attendees

2:45 – 04:15 pm **Session VI: Using Program Cost Data to Facilitate Institutional Change**

Presenter: Lori Alexander and Terri Manning, Ed.D.

Assistant to Vice President for Learning, Central Piedmont Community College

Director, Center for Applied Research, Central Piedmont Community College

Session Description

Data on program costs are much desired and hard to get. This session demonstrates a method used at one college for obtaining unit record level costs of instruction and the uses of the data to improve quality, develop efficiencies, provide return on investment data for courses, curricula, and intervention strategies within higher education. Identifying cost helps colleges understand what they can afford to do and not do.

Day 3: Tuesday, July 9, 2013

9:00 – 10:30 am **Session VII: Accreditation: Catalyst for Innovation?**

Presenter: Dr. Robert C. Froh

New England Association of Schools and Colleges, Burlington, MA

Session Description

The standards for accreditation have gone through many changes in the past decade with more emphasis placed on planning, evaluation, program and learning outcomes. This session will focus on the accreditation process, who accredits the accreditors, using data to inform decisions, current, critical and future issues in accreditation.

10:30 – 10:45 am Morning Break

10:45 – 12:15 pm **Session VIII: Re-visioning the Voluntary System of Accountability**

Presenter: Christine M. Keller, Ph.D.

Association of Land Grant Universities, Washington, DC

Session Description

Postsecondary institutions continue to be under pressure to provide clear, comparable, and transparent information on affordability, outcomes, and value to internal and external stakeholders. In 2007, public colleges and universities created the Voluntary System of Accountability (VSA) to publicly report a common set of metrics – including alternative measure of student progress and completion, a net price calculator, and student learning outcomes. This session will provide a brief overview of the project, the lessons learned over the past six years and the next steps for the VSA initiative.

12:15 – 1:00 pm Lunch

1:00 – 2:30 pm **Session IX: The Voluntary Framework for Accountability (VFA)**

Presenter: Kent Phillippe

American Association of Community Colleges, Washington, DC

Session Description

The Voluntary Framework of Accountability (VFA) – more than measurement for measurement’s sake. Community colleges’ leaders are, for the first time, driving the development of measures that are appropriate for the broad mission and diverse student populations that community colleges serve. This session will describe the development of the VFA metrics, the development of the national web-based data tool for sharing and benchmarking these data and the growing adoption of the VFA metrics as the framework of accountability for community colleges nationally. The session will also talk about the challenges with providing one dataset for different audiences, in particular internal stakeholders for institutional improvement and external stakeholders for accountability.

2:30 – 2:45 pm Afternoon Break

2:45 – 4:15 pm **Session X: Building a Culture of Evidence to Move the Needle on Student Success**

Presenter: Davis Jenkins, Ph.D.

Community College Research Center at Columbia University’s Teachers College

Session Description

Research on organizational effectiveness and improvement indicates that to substantially improve student outcomes in a time of scarce resources, colleges and universities will have to fundamentally rethink how they teach and support students. Incremental improvements won’t suffice. This session will present case studies of colleges and universities that are systematically redesigning programs and services to improve student learning and completion and better prepare them for success in further education and employment. We’ll examine the data these institutions are using to guide their efforts and how they are engaging faculty and staff broadly in the change process. The goal would be for you to leave the session with ideas on what your institution could do to “move the needle” on student success.

Day 4: Wednesday, July 10, 2013

9:00 – 10:30 am **Session XI: The Opportunity of Assessment in Higher Education: Improving Quality, Strengthening Learning, Advancing Student Success**
Presenter: Richard P. Keeling, M.D.
Keeling & Associates, LLC (K&A), New York, NY

Session Description

Colleges and universities – and their students, faculty, and staff – often perceive assessment as an onerous task, a burdensome responsibility added with little evidence of benefit; this is especially true of learning assessment, with which institutions have less experience (and less expertise) than is the case regarding the evaluation of operational and institutional effectiveness. Negative views of assessment are often understandable – especially when the data collected are used only for public relations and marketing (especially rankings) and when rigid, unimaginative approaches to and methods of learning assessment are broadly imposed, without room for diversification and creativity. But assessment – done well – is essential; it is the best way for institutions to learn. Assessment done well is a powerful form of teaching and learning that makes learning visible and provides actionable data that allow faculty, staff, and the institution as a whole to improve educational programs, strengthen and link learning experiences, and support student success – while meeting internal and external demands for accountability.

This workshop, which will include both presentations and interactive small and large group discussion segments, will prepare participants to design and use assessment activities in ways that support institutional mission and goals and to work with colleagues in developing, nourishing, and sustaining a culture of assessment – while avoiding common pitfalls in assessment practice.

10:30 – 10:45 am Morning Break

10:45 – 12:15 pm **Session XI (continued): The Opportunity of Assessment in Higher Education: Improving Quality, Strengthening Learning, Advancing Student Success**
Presenter: Richard P. Keeling, M.D.
Keeling & Associates, LLC (K&A), New York, NY

12:15 pm **Farewell and Good Luck!**