

Annual Institute on Best Practices in Institutional Effectiveness

Renaissance New Orleans Pere Marquette Hotel–Downtown

July 12-15, 2015 in New Orleans, LA

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 13th (day two). However, we welcome you to attend Sessions I & II if you would like a refresher.

DAY 1: SUNDAY, JULY 12	
10:00 am - 12:30 pm	Registration
12:30 pm - 12:40 pm	Welcome!
SESSION I 12:40 pm - 2:15 pm	<p style="text-align: center;">INSTITUTIONAL EFFECTIVENESS: WHERE ARE WE NOW AND WHERE ARE WE GOING?</p> <p style="text-align: center;">Presenter: Terri Manning, Ed.D. <i>CEO, Center for Applied Research Central Piedmont Community College, North Carolina</i></p> <p><u>Session Description</u> 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, new trends in IE and a look forward at changes in higher education.</p>
2:15 pm - 2:30 pm	Afternoon Break
SESSION II 2:30 pm - 4:30 pm	<p style="text-align: center;">EVALUATING EFFECTIVENESS IN PROGRAMS AND SERVICES</p> <p style="text-align: center;">Presenter: Terri Manning, Ed.D.</p> <p><u>Session Description</u> Using the principles of program evaluation helps colleges put together useful evaluative processes (program and unit reviews.) In this session we will discuss the strengths and pitfalls of various methods. Attendees will work through a process for engaging administrative and student services units.</p>

DAY 2: MONDAY, JULY 13

USING THE DQP AS A FRAMEWORK FOR ASSESSMENT

Presenter: Daniel McInerney

*Coach, National Institute on Learning Outcomes Assessment, History Faculty
Utah State University, Utah*

Session Description

The Degree Qualification Profile (DQP): A Tool for Student Learning Outcomes, Curriculum Review, Assessment, Accreditation, and Accountability

When students complete an associate's, bachelor's, or master's degree, what should they know, understand, and be able to do? This simple, basic, but complex question informs the "Degree Qualifications Framework," a learning-centered framework that helps clarify what post-secondary graduates should accomplish and carry with them by the time they receive a diploma from a college or university.

First introduced in 2011, the DQP has taken shape through the work of faculty and campus leaders in hundreds of institutions, providing a set of shared reference points (rather than a standardized blueprint) for the core proficiencies students need to develop at different degree levels for further education, careers, and civic life.

Above all, the DQP provides a shared language for discussions of 21st-century learning. It is a useful and flexible "conversation starter," a tool institutions can draw on to examine the meaning of a degree, the framing of learning outcomes, the intentions of a curriculum, the design of assignments, the work of assessment, and the process of student attainment.

Beginning with an introductory overview of the project, the session will bring audience members into different discussion:

- the types of issues that the DQP can address on their campuses;
- how the DQP's core proficiencies relate to their individual institutions; and
- the ways their existing curricula "map" to the broader outlines of the DQP.

SESSION III

8:30 am - 4:30 pm

10:15 am - 10:30 am Morning Break

12:00 pm - 12:45 pm Deli Buffet Lunch

2:00 pm - 2:15 pm Afternoon Break



DAY 3: TUESDAY, JULY 14, 2015

SESSION IV

8:30 am – 10:15 am

RETHINKING GENERAL EDUCATION FOR THE 21ST CENTURY

Presenter: Terri Manning, Ed.D.

Session Description

General Education has been included in higher education since the mid-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.

10:15 am – 10:30 am **Morning Break**

SESSION V

10:30 am – 11:45 am

WHAT 21ST CENTURY SKILLS SHOULD COLLEGE GRADUATES HAVE?

Presenter: Terri Manning, Ed.D.

Session Description

This session will consist of an exercise to determine knowledge, attitudes, values and skills 21st Century learners should have and how those skills are impacted by the current skill levels of our students and the expectations of our general education and program faculty.

11:45 am – 12:45 pm **Garlic & Herb Chicken Plated Lunch**

SESSION VI

12:45 pm – 2:45 pm

DESIGNING A PROCESS FOR INCLUSION AND CONSENSUS: A QUEST FOR GENERAL EDUCATION REFORM

Presenters: Tammy Peery & Samantha Streamer-Veneruso
English Faculty, Montgomery College, Maryland

Session Description

The best time to build consensus for a new or revitalized initiative is during the design process. Using a recent General Education reform effort as a model, this session will demonstrate how an iterative, inclusive, active design process will engage stakeholders throughout the organization, encouraging the entire community to take ownership of the design process and the end result. This approach fosters trust and engagement, making everyone more willing, and even excited, to endorse a final product. In this session, which includes activities and handouts, participants will explore a multi-level, inclusive approach to general education reform and identify steps to forge institutional consensus that links mission, program aspirations, and commitment to a shared culture.

DAY 3 (CONTINUED): TUESDAY, JULY 14, 2015

2:45 pm – 3:00 pm

Afternoon Break

SESSION VII

3:00 pm – 4:30 pm

ASSESSING CORE ACADEMIC SKILLS IN THE COMMUNITY COLLEGE OR CATCHING CONFETTI

Presenter: Suzanne Van Wert

English Faculty, Northern Essex Community College, Massachusetts

Session Description

Ten years ago Northern Essex Community College embarked on the task of defining essential academic skills for our students. Like other community colleges, we were challenged by the question of what a core general education is when many of our students are not sure of their own goals, do not necessarily plan to earn a degree, and attend in very irregular patterns. In addition, while many of our career-oriented programs have licensure exams, required upper level courses, or capstone projects, a large number of our students are enrolled in Liberal Arts or General Studies transfer programs, which makes it difficult to pinpoint students nearing graduation for assessment. This session will describe an institutional assessment process which uses authentic student products submitted in courses across the curriculum by a broad range of students. We will utilize a small group activity that has helped our faculty develop awareness of the criteria used to evaluate their students' work, thereby encouraging more intentional course design and more accurate assessment of our students' skills.



DAY 4: WEDNESDAY, JULY 15

SESSION VIII

8:30 am - 12:00 pm

DOING ASSESSMENT AS IF TEACHING AND LEARNING MATTER MOST

Presenter: Tom Angelo

*Professor of Educational Innovation and Research
UNC Eshelman School of Pharmacy, North Carolina*

Session Description

To some degree, assessment will always be a bureaucratic compliance burden. But it can also be a powerful lever for improving the effectiveness, efficiency, and reputations of our academic programs – and, ultimately, student learning and success. That tension between burden and leverage is inevitable: the trick is getting the balance right. And even when we get that balance right, getting and maintaining faculty, staff and student engagement is an ongoing challenge.

This fast-paced, highly interactive, hands-on session provides research-based guidelines and practical strategies for promoting and maintaining learning-centered (and faculty-directed) assessment at classroom and course levels. You'll try out several simple, powerful assessment strategies, and leave with at least two or three to apply immediately to the advantage of your institution, programs, students -- and yourself. You'll also take away useful resources and references for follow up.

10:15 am - 10:30 am Morning Break

12:15 pm Farewell and Good Luck!

