



2021 Fall Forum – November 5

From Pivot to Permanent:

How can technology support assessment and learning in the post-pandemic campus?

Event Schedule (all times listed are Eastern Time)

10:00 - 10:30am	Welcome from NEEan <i>Craig Pepin, NEEan President; Assistant Dean for Assessment and Professor, Core Division, Champlain College</i>
	Welcome from Anthology Inc. <i>Keynote and Fall Forum Diamond Level Sponsor</i>
	Introduction to the Keynote Speaker and Overview of the Event <i>George Michna, NEEan Program Director; Director of Assessment, Accreditation, and Accountability, University of Connecticut</i>
10:30 - 11:30am	Keynote Address <i>Peggy Maki, Ph.D., Education Consultant and Author</i>
	Remaining on the Frontline of our Students' Learning in the Teaching/Learning Process: The Potential of Technology-enabled Assessment Capabilities <p>Rapid developments in technology-enabled assessment capabilities built into LMSs and other digital learning options have the potential to provide faculty timely, oftentimes hard to identify, and even, heretofore, invisible evidence of the challenges or obstacles individual students face as they learn or apply their learning.</p> <p>Whether you are designing or redesigning a course with an online component delivered through your LMS or designing or redesigning a fully online course in your LMS, this interactive presentation discusses and illustrates:</p> <ol style="list-style-type: none">1. the potential of technology-enabled assessment capabilities in redesigned and emerging learning technologies to realize current relevant research on learning;2. specific ways to:<ul style="list-style-type: none">• leverage these capabilities in a course to predict, gauge, and address each student's underperformance patterns along the trajectory of a course• learn about the efficacy of your educational practices, resources, and activities in promoting students' equitable progress toward attaining high-quality learning outcomes• identify how the roles of teacher and learner may evolve based on educators' and students' real-time use of technology-enabled assessment results.
11:45am - 12:30pm	Concurrent Session I
1:00 - 1:45pm	Concurrent Session II
2:00 - 2:45pm	Concurrent Session III
3:00 - 3:45pm	Concurrent Session IV
4:00 - 4:45pm	Concurrent Session V
5:00 - 6:00pm	Networking Event

Keynote Follow-Up and Q & A: Peggy Maki

Did the keynote talk intrigue you? Do you have questions? Are there points you would like to discuss further? If so, join our keynote presenter for a follow-up discussion.

Making Technology Work for You: Key Considerations

At what point will higher education stop using technology as a "band-aid/fad" solution to recurring and entrenched problems and instead, proactively drive EdTech innovation and solutioning to be focused on data use for student equity and success? Join a panel discussion with four experts as we offer differing insights and strategies for higher ed professionals to consider and act on.

Presenters: Divya Bheda, Examsoft; Natasha Jankowski, Consultant; Peter Felten, Elon University; and Andrew Cress, California Baptist University

Building the new Dallas College: Integrating Student Health and Wellbeing Services Across Seven Campuses

Dallas College has recently merged seven affiliated campuses. Health services/promotion, student care/basic needs, and counseling have been restructured with personnel and program changes. These changes created a new strategic plan, expanded health promotion programs, and new basic needs approaches. The presenters will discuss these changes and best practices associated with assessment of health and wellbeing at community colleges.

Presenters: Carlos Cruz and Thaddeaus Mantaro, both from Dallas College

Assignment Alignment as a First Step toward Assessment Reliability

Well-designed assignments are the first step to supporting students' learning and ensuring reliable assessment results. This session presents an assignment alignment model developed as part of Central Connecticut State University's GenEd Learning Outcomes Assessment Initiative, funded by Davis Educational Foundation. Session includes participatory activities to practice the alignment process and consider how similar strategies can be utilized at other institutions.

Presenter: Cassandra Broadus - Garcia, Central Connecticut State University

Academic Resources Establishment of Equity Oriented Practices

Learn how the New England College of Optometry used culturally responsive assessment methods to help develop equity-oriented practices to support student success for all students. This session will look at institutional impact and lessons learned while providing participants the opportunity to share their practices and think about ways of using assessment data to help their institutions assess areas to strengthen.

Presenters: Sandra Mohr and Craig Keller, both from New England College of Optometry

Globalized Perspectives Toward Equitable Outcomes: Collaborations to Inspire New Thinking

International perspectives have illuminated insights and approaches that have the potential to inform American educational institutions to reevaluate their approach toward promoting equity. Drawing on research insights from a recent book, international panelists will share perspectives on the role that education has played in dismantling their marginalization in society, with special attention given to the role assessment has played in their countries' schools addressing equity.

Panelists: Jacquelynne Boivin and Heather Pacheco - Guffrey, both from Bridgewater State University; Parbati Dhungana, Katmandu University; Iqra Iqbal, University of Central Punjab; Fatimah Alhashem, Gulf University for Science and Technology; Wafa Subhi Al Tamimi, IAG Engineerin & Contractors Company; Jannatul Akmam, Jamia Almadia Sunnia Mahila Fazil Madrasah

Alternative Assessment to Support the Wellbeing of the Whole Student

Assessment is closely connected to teaching and learning, and it occupies a central role in the student experience. This session covers how the principles of alternative assessment help create a design that support the wellbeing of the whole student. Key ideas include how trauma-informed pedagogies, pedagogy of care, principle of co-creation, and socially just assessment inform the design of alternative assessment.

Presenter: Eliana Elkhoury, Athabasca University

Pivoting Experiential Learning in a Graduate Healthcare Management Capstone During the Pandemic

Over the past year, the Pandemic brought many challenges to students, faculty, and educational institutions. Among those challenges was our commitment to provide graduate healthcare management students quality field-based experiential learning (FBEL) opportunities. This session will explore the measures taken to create multiple FBEL pathways while maintaining the integrity of the graduate capstone experience and assessment of student learning outcomes.

Presenter: Kathleen Patenaude, Granite State College

Humanizing Technology in Support of Equitable Learning

This session explores technology as a tool that can be used to humanize education and address issues of equity. When used well, there are opportunities in a post-pandemic learning environment to meaningfully engage technology to advance student learning. Join us in dialogue and example sharing on policies, practices, and culturally responsive assessment efforts through a humane approach with technology.

Presenters: Natasha Jankowski, New England College and Divya Bheda, Examssoft

Lessons Learned: Program Review, Assessment Coach, Mentor, and Director

This workshop will focus on lessons learned from external program review during COVID. The focus, being an assessment coach, mentor, and director. The presenter will provide insight as to the administration and faculty perspective on receiving coaching, mentoring, and directing from the office of assessment, while creating a partnership of assessment in a shared governance environment during an external program review process. Discussion will cover what worked, what did not work, and what will be done going forward.

Presenter: Paul Antonellis, Endicott College

Diving Headfirst into Assessment—How not to Drown (a session for newer professionals and graduate students)

New or looking to enter the assessment field? This is an opportunity to engage in an in-depth conversation with Peggy Maki, Keynote Presenter; and George Michna, NEean Program Director and Director of Assessment, Accountability, and Accreditation, University of Connecticut.

Low-Cost Assessment for Career Readiness

In this panel, Lasell's faculty join their Teaching and Learning Center staff to describe how they:

- Assess National Association of College and Employers (NACE) competencies in core courses
- Collect and rate student work
- Engage students in assessment design
- Create outcomes, rubrics, and reports

They will share lessons learned and encourage questions from the audience.

Panelists: Heidi Burgiel, Matthew Boyle, Dennis Frey, Deborah Baldizar, and Halliday Piel; all from Lasell University

Promoting Digital Learning Success Through Remote Assessment

Digital learning tools not only provide needed flexibility for both faculty and students, but they also enable the teaching and learning experience to be personalized, data-driven, and effective measurement instruments for student success. This presentation will provide examples of how an institution was able to leverage existing technologies to effectively transition to remote learning and maintain academic integrity and student success.

Presenter: Emily Bouchard, New England College of Optometry

Faculty Support: The Importance of Investing in Ourselves to Help Students

Due to the recent pandemic and changes across higher education, online enrollment has increased, resulting in changes to faculty course loads and teaching expectations. Ensuring that faculty have the necessary training, resources, and support has been essential in supporting this shift to online instruction. This presentation will describe our efforts to provide emotional, technical, and moral support for our faculty.

Presenters: Genevieve Condon and Michelle McGrath, both from Bay Path University

Equity, Assessment, and Academic Integrity

International students are often reported for Academic Integrity Violations (AIV) at a much higher rate than domestic students while studies show that half of domestic students self-report having cheated during college. Current strategies used by faculty to spot cheating can lead to the perception that international students are committing AIV at a higher rate than domestic students. Discrepancies in AIV reporting also point to the potential for implicit bias in grading. This session will share assessment strategies to ensure that institutions base reporting and education for AIV on objective standards, rather than subjective perceptions.

Presenters: Mamta Saxena and Ori Fienberg, both from Northeastern University

Institutional Learning Objective (ILO) Revision and Assessment: A Grassroots Approach

Institutional Learning Objectives (ILOs) are the keystone outcomes for graduates of an institution. Course and program learning outcomes should align to these ILOs. We present a grassroots strategy for revising ILOs, ensuring they are informed by the PLOs that lie beneath them. This involves analyzing all PLOs, assuring interrater reliability, identifying emergent themes, and using those to inform ILO revision.

Presenters: Thomas Mennella and James Wilson, both from Bay Path University

Relevance: Preparing Faculty to Pivot When Change Challenges the Landscape of Education

Pandemic ushered in change particularly in higher education. This session offers insights into how educators pivot and the need to work together to formulate effective responses. From OER to UDL, the panelists will look at what changes have been faced as our institutions went from single universities to a learning common driven approach, demanding even more pivoting.

Panelists: Sandi Coyne-Gilbert, Matt Connell, and Lisa Coolidge Manley; all from Goodwin University, and James Page from University of Bridgeport

Towards Equity-based Assessments with Evolving Technologies and Policies in Higher Education

To enable equity-based education, technologies need to be aligned with assessment design and institutional policies. This session covers applications and lessons learned from technology use in alternative assessments. Key ideas include using multimodal technologies for greater flexibility and accessibility in educational assessments. An exploration of higher education policies and its impact on equity-based education will be discussed.

Presenters: Eliana Elkhoury and Levina Yuen, both from Athabasca University

Formative Feedback to Improve Student Experiences

Using end-of-semester student evaluations are an integral part of adjusting our practice as faculty to ensure ongoing instructional improvement. This panel consists of a director of a teaching and learning center, and two faculty members. The panelists will share the various avenues they use to gain insights from students throughout the semester and the benefits of such feedback via formative assessment.

Presenters: Jacquelynne Boivin, Bridgewater State University; Chris Hakala, and Daniel Zukergood, both from Springfield College

Seeking Educational Assessment Positions: Perspectives from Both Sides of the Interview Table

This session will explain Bristol's Institutional Assessment Coordinator hiring from the perspective of applicant and hiring institution. Our Institutional Assessment Coordinator will discuss transitioning to Assessment and locating and successfully applying for the position. A search committee member will explain how the position was justified, designed, and how the search went. This information will help people planning job searches this year.

Presenters: Danielle Licitra and William Duffy, both from Bristol Community College

Humanizing Technology in Support of Equitable Learning

This session explores technology as a tool that can be used to humanize education and address issues of equity. When used well, there are opportunities in a post-pandemic learning environment to meaningfully engage technology to advance student learning. Join us in dialogue and example sharing on policies, practices, and culturally responsive assessment efforts through a humane approach with technology.

Presenters: Natasha Jankowski, New England College and Divya Bheda, Examssoft

Conversations with Assessment Leaders: Reflecting Back and Looking Ahead

Are you a one-person assessment office? Would you like to find creative ways to involve your campus in assessment? Reflecting and conversing with colleagues can bring to light the great things that are happening at our institutions as well as surface problems that have yet to be solved. Join us for a conversation with two assessment leaders who are making progress and planning for improvement .

Presenters: Amber Tatnall, York County Community College; Kathryn Schultz, SUNY Cobleskill; and Sheri Popp, Weave



College Student Wellbeing During (and After) The COVID-19 Pandemic: Sharing and Borrowing Effective Strategies that Work

Higher education is still undergoing transition, given the Covid-19 pandemic. In this session, four diverse panelists will share what each learned from COVID-19 disruptions and some effective strategies they implemented across various contexts as they needed to reimagine schooling in their higher education program. Participants will also be given a chance to share their learnings.

Presenters: Mary Yakimowksi, Samford University; Colleen MacKinnon, University of Vermont and Consultant; Nancy DeJarnette, University of Bridgeport; and Daniel Birdsong, University of Montevallo

Equity in Assessment: Incorporating Video for Successful Community Building

Teaching remotely presents challenges for successful learning, assessment, and community building in an equitable way. We explore how incorporating the use of video helps with all three challenges, especially in STEM related remote courses.

Presenter: Carlos Gonzalez - Campos, CETYS University

Perusall: Enhancing Assessment for Diversity, Equity, and Inclusion

Teachers and students ask questions during formative assessment to close the gap in students' knowledge. Unfortunately, students are reluctant to share their knowledge especially in online instruction, which challenges assessment for equity. Perusall is a social platform that engages students to share their knowledge that can be assessed for feedback and instructional decisions to enhance learning for all students.

Presenter: Comfort Ateh, Providence College

Leveraging Student and Faculty Voices: Transitioning to In-Person Learning with Qualitative Data

At the end of an exhausting academic year, what are effective ways to gather qualitative data from students and faculty? Bowdoin College will share how it used one-question surveys, listening sessions, focus groups, and an anonymous form to garner feedback. Time will be provided for participants to discuss qualitative techniques that have, or might, work at their institutions.

Presenters: Christina Finneran, Sherri Braxton, and Samantha Burke; all from Bowdoin College

10 Tips for Using UDL to Design Assessment

Through this workshop educators will be introduced to 10 best-practices or tips they can use to design accessible and engaging assessments using the UDL framework. Tips will include topics such as the impact that on-going assessment has on student learning and the importance of clearly linking assessments to class goals.

Presenter: Amanda Bastoni, CAST, Inc.



5:00 - 6:00pm

Networking Event

Let's put the "network" in NEean! Please join us for a post conference Happy Hour and networking event. Purely social! Come learn about what NEean events are coming up next, enjoy a beverage (BYOB), and interact with other attendees. We'll also raffle off Assessment and Faculty Development books courtesy of Stylus Publishing.



NEean's webinar series continues!

NEean webinars are FREE to members!

Applications and Strategies for Implementing Equity-Centered Assessment

Tuesday, December 7, 2021 1:00-2:30pm EST

Last Session of NEean's Fall Series on Assessment and Belonging

From Stationary to Stacked: Assessing Modular Content

January 19, 2022 1:00-2:00pm EST

First session of NEean's Winter Series on Assessment in the Digital Era

Save the date!

Winter 2022

Webinar Series on Assessment in the Digital Era

March 25, 2022

Dialogues in the Disciplines

Using UDL to Advance Accessibility & Equity

Spring 2022

Webinar Series on Assessment in Special Populations



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“ **Universal Design for Learning** is one of the few big and truly transformative ideas to emerge in education over the past two decades. ”

Martha L. Minow, former Harvard Law School dean and author of *Just Schools: Pursuing Equality in Societies of Difference*

- **Partners include**
 - PreK-12 stakeholders
 - Higher education
 - Workforce
 - Tech and publishing industries
 - Government agencies
 - Nonprofits
 - Foundations and donors
 - Advocacy organizations



Our Core Lever of Change

We pioneered Universal Design for Learning (UDL), a research-based framework that guides educators and others as they provide rich instructional supports, reduce unnecessary barriers to learning, and help all individuals become expert learners.



Applied Research

CAST investigates solutions to the most critical questions across preK-12, Higher Ed, and workforce, including questions related to equity, access, and outcomes.



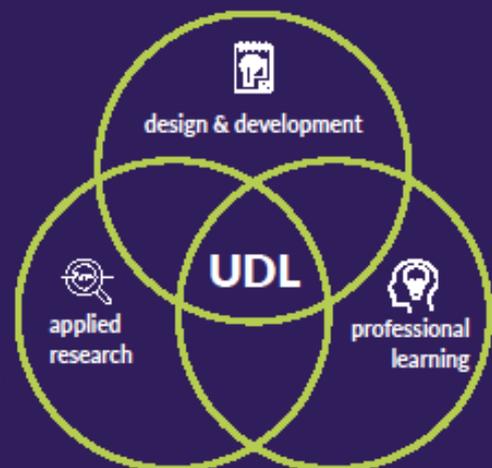
Design & Development

Building on an award-winning history, CAST co-designs transformative solutions, improvement strategies, and tools for learning.



Building Knowledge, Skills, and Community

CAST offers professional learning convenings, technical assistance, practical resources, and online platforms that support UDL implementation.



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