

**BERLIN
2024**

International Conference

ASSESSING QUALITY IN HIGHER EDUCATION

JUNE 23-26, 2024

The Westin Grand Berlin
Berlin, Germany



go.iu.edu/internationalconference

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General Information and Resources

Welcome

Thank you for joining us for the [International Conference on Assessing Quality in Higher Education](#), being held Sunday, June 23, 2024, through Wednesday, June 26, 2024, at [The Westin Grand Berlin](#) in Berlin, Germany. This year's program will feature eight panel sessions and four poster sessions with more than 100 confirmed presenters. We are so pleased you have joined us.

Handout Materials

Handouts at the venue are discouraged. Instead, many presenters have chosen to provide us with their [handouts electronically](#) prior to the conference. Others plan to send them to us after the event; they will be posted to the international conference [website](#). If you are a presenter and wish to have your handouts posted to our website, please email them to planning@iu.edu.

International Conference Resource Guide

We recommend accessing the [Berlin 2024 Resource Guide](#), which provides a “one stop shop” for links to important conference resources.

Internet

Internet service at The Westin Grand Berlin will be available to all guests (in-house or external). A password will not be required to access the hotel Wi-Fi.

Public Transportation

Berlin provides an [extensive public transportation network](#) that includes underground and light-rail trains, buses, and trams.

Registration Information

Conference registration will be located in the Beletage Foyer on the [first floor](#) of The Westin Grand Berlin, Sunday, June 23, 2024, from 3:00–6:30 p.m. You may check in and pick up your registration materials during registration hours.

Restaurants

The Westin Grand Berlin offers two restaurants:

- The Restaurant Coelln offers a breakfast menu featuring revitalized dishes made from powerhouse ingredients rich in nutrients, antioxidants and delicious taste so you can start your day feeling recharged. **Note:** Lunch will be provided to all registered attendees in the Restaurant Coelln on Monday, June 24, 2024, at 12:15 p.m., and on Tuesday, June 25, 2024, at 12:15 p.m.
- Relish Restaurant & Bar presents an interplay of classical lobby and exclusive restaurant culture. High-quality regional products, many of them organically cultivated, are preferred items on the menu.

Visit Berlin

We encourage you to plan your own independently-arranged [cultural explorations in and around Berlin](#).

The Westin Grand Berlin Map

The conference will convene on the [first floor](#) of The Westin Grand Berlin. The panel sessions will be located in room Unter den Linden and Friedrichstadt and the poster sessions and registration will be in the Beletage Foyer.

Other Resources

- [2024 Assessment Institute in Indianapolis](#)
- [2024 Assessment Institute in Indianapolis Downloadable Flyer](#)
- [Assessment Update](#)
- [Leading Improvements in Higher Education Podcast](#)
- [Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education \(2nd Edition\)](#)
- [Free Webinar Series](#) (Sponsored by [Xitracs™](#) by Concord USA, Inc.)

Schedule Overview

Sunday, June 23, 2024

3:00–6:30 p.m.

Registration

5:00–6:30 p.m.

Opening Reception and Poster Session #1

Monday, June 24, 2024

8:30–9:00 a.m.

Arrival and Morning Coffee

9:00–9:30 a.m.

Welcome Remarks

9:30–9:45 a.m.

Break

9:45–10:45 a.m.

Panel Session #1 – Moderator, panelists, and audience discussion

10:45–11:15 a.m.

Break

11:15 a.m.–12:15 p.m.

Panel Session #2 – Moderator, panelists, and audience discussion

12:15–1:30 p.m.

Lunch in Coelln Restaurant (provided)

1:30–2:30 p.m.

Poster Session #2

2:30–3:30 p.m.

Panel Session #3 – Moderator, panelists, and audience discussion

3:30–4:00 p.m.

Break

4:00–5:00 p.m.

Panel Session #4 – Moderator, panelists, and audience discussion

Tuesday, June 25, 2024

8:30–9:00 a.m.

Arrival and Morning Coffee

9:00–10:00 a.m.

Poster Session #3

10:00–11:00 a.m.

Panel Session #5 – Moderator, panelists, and audience discussion

11:00–11:15 a.m.

Break

11:15 a.m.–12:15 p.m.

Panel Session #6 – Moderator, panelists, and audience discussion

12:15–1:30 p.m.

Lunch in Coelln Restaurant (provided)

1:30–2:30 p.m.

Poster Session #4

2:30–3:30 p.m.

Panel Session #7 – Moderator, panelists, and audience discussion

3:30–3:45 p.m.

Break

3:45–4:45 p.m.

Panel Session #8 – Moderator, panelists, and audience discussion

4:45–5:00 p.m.

Concluding Remarks

Wednesday, June 26, 2024

8:30–9:30 a.m.

Journey to Site Visit Location

9:30–11:30 a.m.

Site Visit to Higher Education Institutions

Afternoon

Berlin Cultural Explorations (on your own)

Conference Schedule

Sunday, June 23, 2024

3:00–6:30 p.m. | Beletage Foyer
Registration

OPENING RECEPTION & POSTER SESSION #1

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 01

Implementing and Assessing a Creativity-Focused Education Model as a Core Element of Learning Across Disciplines

Changes in technology and systems of learning are rapidly transforming education and the workplace. This demands a proactive, immediate, and on-going evolution in how we prepare our students. Creativity is an essential skill for both success and resiliency in such an environment. This presentation will show an overview of how embedding creativity into a core curriculum, across disciplines within the university, can cultivate a confident and flexible mindset through exploration of creative aptitude. Content entails a review of the assessment structure, with sample rubrics and survey prompts, the data collected, and next steps.

Maribeth Kradel-Weitzel and Dana Scott, Thomas Jefferson University

Primary Theme: Strategic Directions

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 02

Promoting Student Learning through Transatlantic Conversations

This presentation provides insight into student experiences and growth through two virtual, synchronous, 7-week courses with students/faculty from Indiana University and Poland. Our fall 2023 exchange focused on accessibility challenges within the two countries with discussions on environmental, cultural, legal, and political affairs surrounding accessibility. Our spring 2024 course engages students in discourse regarding diversity and cultural competency in these countries. The goal was to immerse students in intercultural collaborations to stimulate empathy, respect, and understanding of critical issues through the lens of others. Student understanding of globalization is measured through pre/post-surveys to gauge the impact of transatlantic conversations.

Kathryn Berlin and Heaven Hollender, Indiana University Indianapolis; and Annabell Türk, Indiana University Europe Gateway

Primary Theme: Student Success

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 03

Increasing Faculty Agency in Assessment Practices

Although the goal of outcomes assessment in post-secondary education is generally identified as improving teaching and student learning, external pressures often encourage institutional administration to mandate what the National Institute for Learning Outcomes Assessment calls a “compliance/reporting” philosophy of assessment instead. This philosophy encourages imposing standardized, normative practices in both curriculum and the evaluation of student work, curtailing faculty agency in the design and implementation of assessments. Our presentation will outline the ways we have built an assessment system at our open-access college to bolster faculty agency and engagement in program- and institution-level learning outcomes assessment.

Chris Blankenship and Fernanda Zapiain, Salt Lake Community College

Primary Theme: Strategic Directions

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 04

Assessing and Improving Student Advising Efficiency with a Probabilistic Model to Predict No-Shows in Academic Appointments

The frequency of no-show advising appointments significantly influences time and resource management across various higher education institutions. In this research, we construct a hybrid probabilistic model, incorporating logistic regression and empirical Bayesian inference, to dynamically forecast the likelihood of no-shows. This model integrates both general student social and demographic data and individual advising appointment histories, considering the impact of the appointment date. This precise prediction model facilitates the implementation of a targeted overbooking strategy during peak periods, mitigating the adverse effects of no-shows and efficiently filling appointment slots while maintaining brief waiting times.

Obed Boateng, Grand Valley State University

Primary Theme: Student Success

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 05

Sustaining Student Success through Inclusive Environments: Assessing Alabama LSAMP

The overarching goal of Alabama LSAMP (NSF-funded) is to implement and study innovative, evidence-based, and sustainable best practices in STEM undergraduate education designed to increase the quality and quantity of underrepresented students. College adjustment (see Eccles) is often difficult because classrooms are less personal with few opportunities to develop relationships with classmates and instructors. This can be more challenging for underrepresented, racial minority students due to negative racial stereotypes and lack of same-race peers, faculty, and role models. Alabama LSAMP seeks to address these challenges through sustainable, accessible programs that promote student success.

Annelies Bolland and Sarah Dunlap, The University of Alabama

Primary Theme: Inclusive Environments

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 06

Building Community in Classrooms with Intention, Inquiry, and Reflection

Building a sense of community in educational spaces supports engaged and effective learning and is a key to holistic student success. The Classroom Community and Connectedness Project is a facilitated reflection and interactive brainstorm exercise designed to improve experiences of community and connectedness in courses, while itself serving as a community-building activity. We used surveys and interactive feedback to hear from 400+ students: How are you experiencing community and connectedness in our classrooms? We will share our process, as well as the practices and tools that can be used to build more equitable and inclusive educational spaces.

Nancy Bostrom and Devavani Chatterjea, Macalester College

Primary Theme: Inclusive Environments

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 07

The Role of Teachers in the Age of AI and Posthumanism: Navigating New Educational Paradigms

This presentation explores the evolving role of teachers amidst AI integration and posthuman thought. It addresses teachers' necessity and adaptation in an AI-enriched educational landscape. The session delves into balancing technology with the human essence of teaching, examining both practical AI applications and the philosophical implications of posthumanism. Interactive workshops and case studies highlight how educators can effectively use AI tools like ChatGPT while maintaining indispensable human qualities. This insightful discussion is aimed at educators and educational leaders, focusing on harmonizing AI advancements with human-centered teaching approaches.

Samantha Bradley, Forsyth County Schools

Primary Theme: Innovative Instruction

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 08

It is Time to Twist the Assessment Loop

Traditional assessment methods in higher education often follow a looped structure, where feedback is provided after a learning cycle. This poster presentation challenges this conventional approach and proposes a new assessment technique that twists the loop into a Möbius strip. This technique creates a continuous feedback loop, where students and instructors engage in collaborative assessment practices throughout the learning process. The presentation will also showcase an assessment app, CourseTalk+, that enables faculty to build learning narratives that integrate quantitative and qualitative data from the learning management system. Finally, this presentation demonstrates how to deploy this innovative and agile assessment strategy.

Matthew Shaver and Adam Watkins, Lincoln Land Community College

Primary Theme: Strategic Directions

5:00–6:30 p.m. | Beletage Foyer | Poster Board: 09

Reimagining and Assessing General Education to Empower Growth of the Global 21st Century Student

General education, traditionally seen as a foundation of diverse knowledge, now faces the challenges and opportunities of a rapidly changing global landscape. This conference proposal aims to explore innovative strategies for reimagining and assessing general education to better serve the 21st-century student. By integrating technological advancements, interdisciplinary studies, and culturally relevant pedagogies, we envision an education that imparts knowledge and fosters skills and mindsets essential for global citizenship. Join us in discussing lessons learned, actionable solutions and assessment methods that prioritize holistic growth, adaptability, and the empowerment of students to navigate an interconnected world.

Courtney Shull, Indiana Tech

Primary Theme: Student Success

Monday, June 24, 2024

8:30–9:00 a.m. | Unter den Linden and Friedrichstadt
Arrival and Morning Coffee

9:00–9:30 a.m. | Unter den Linden and Friedrichstadt
Welcome Remarks

9:30–9:45 a.m.
Break

PANEL SESSION #1

9:45–10:45 a.m. | Unter den Linden and Friedrichstadt
Innovations in Higher Education Assessment: Embracing Student Partnerships and Authentic Assessment

Join us for an enlightening panel discussion that dives into two of the transformative practices reshaping higher education assessment today. This session features Nick Curtis and Robin Anderson, advocates for integrating student partnerships into program-level assessment, alongside Sally Brown and Kay Sambell, who are at the forefront of promoting authentic assessment strategies post-Covid-19. The global pandemic has accelerated the need to rethink traditional assessment methods. This panel will explore how the crisis has opened doors to more inclusive, relevant, and effective assessment techniques. Nick and Robin will share insights from their extensive work in harnessing student partnerships, illustrating how involving students not just as participants but as co-designers can significantly enhance the assessment process and outcomes. Simultaneously, Sally and Kay will discuss their innovative approaches to authentic assessment, drawing from their recent works which emphasize replacing traditional exams with tasks that mirror real-world challenges and promote deeper learning. They will highlight practical strategies that have been successfully implemented across the globe, moving away from fragile and inauthentic traditional exams to more robust, life-relevant assessment formats. Together, our panelists will provide a compelling vision of the future of assessment in higher education, where student partnerships and authentic assessment methods not only coexist but synergize to create more meaningful educational experiences. Attendees will leave with a deeper understanding of how these methodologies can be implemented in their own institutions to foster a culture of continuous improvement and student empowerment.

Nicholas Curtis (Moderator), University of Wisconsin-Madison; Robin Anderson, James Madison University; Sally Brown, Independent Consultant; and Kay Sambell, Independent Consultant
Primary Theme: Engaged Learning

10:45–11:15 a.m.

Break

PANEL SESSION #2

11:15 a.m.–12:15 p.m. | Unter den Linden and Friedrichstadt

Bringing It All Together: Creating a More Holistic Picture of the Student Learning Experience

Assessing and improving institutional effectiveness depends on an institution's capacities for collecting, analyzing, and interpreting multiple forms of evidence derived from a variety of sources and using that evidence effectively. This presentation will explore the essential data capacities required to support program, process, and institutional improvement efforts in ways most suitable to an institution's context, mission, and values. The presenter will discuss an example of institutionalizing assessment to align curricular and co-curricular learning experiences to highlight the breadth of student experiences in achieving the institution wide learning outcomes and how the institution has begun to shape the narrative.

Bethany Miller (Moderator), Macalester College

Primary Theme: Strategic Directions

Holistic General Education Outcomes Within a Faculty Development Model of Assessment

When Oxford College of Emory University developed a new strategic plan, it seemed an opportune time to revisit our general education outcomes. With extensive faculty input at every stage, we developed a set of holistic general education assessment outcomes that cut across courses and disciplines. We brought together faculty from across the college to engage in hands-on assessment, using a faculty development model that heavily relied on discussion, dialogue, and application of outcomes to individual pedagogy. By starting with and staying focused on what matters to faculty, this model has transformed assessment at our institution, greatly increasing faculty engagement.

Katherine McGuire, Oxford College of Emory University

Primary Theme: Strategic Directions

Intercultural Awareness: From Faculty Development to Student Learning

Teaching with cultural awareness can enhance the learning of our increasingly diverse student body. This presentation describes a faculty development initiative involving a month-long travel experience in India designed to help improve intercultural understanding and incorporate collaboration with international partners. A joint project between economics students in the U.S. and India focused on different perspectives on poverty, inequality, and economic mobility in the differing contexts. We will share the results of the project for student learning and intercultural understanding and ways in which our learnings may be incorporated into curricular and pedagogical opportunities on other campuses.

Janice Kinghorn, Miami University

Primary Theme: Innovative Instruction

Integrating Program Assessment with Principles of Human Learning

There are multiple articles and books that detail the way in which research-based principles of human learning can be applied effectively to teaching in higher education. What has not yet been fully explored, however, is the way in which these principles of human learning can be applied to the work of program assessment. This presentation will discuss the ways in which principles of human learning can inform the writing program learning outcomes and the design of capstone assessments such that these program learning outcomes and capstones assessments not only guide program improvement but also are maximally educational for students.

Aaron Zimmerman, University of Colorado Boulder

Primary Theme: Strategic Directions

12:15–1:30 p.m. | Coelln Restaurant

Lunch (provided)

POSTER SESSION #2

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 01

A STEM-Based Supply Chain Simulation for Lean Operations Concepts

Seniors in a supply chain management capstone course experienced working in teams to design and standardize a production process for building helicopters and different products from a stem-based engineering toy set. This was a very interactive activity in which they had to do the production of a product, while also working in teams to make improvements. They had to identify bottlenecks, design error-free production, apply lean principles, and create standard operation procedures in the production of the product. They learned by doing. At the end of the game, they also had to analyze the data they collected.

Gioconda Quesada and Marvin Gonzalez, College of Charleston

Primary Theme: Engaged Learning

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 02

Striving for Quality Assurance through U.S. Institutional Accreditation in West Africa

Many institutions struggle with graduating their students and preparing them for life beyond college. One reason is their curricula focus on rote learning rather than critical thinking skills and a commitment to educational values. While completing a Fulbright Specialist project in Côte d'Ivoire during 2023, I was able to work with university leaders to further facilitate an ongoing culture of accountability for student success. Through implementing their strategic plan and striving to achieve their goal of U.S. institutional accreditation, university administrators and faculty worked alongside me to ensure educational quality for students and faculty via accreditation standards.

Danielle Buehrer, Indiana University

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 03

Assessment, Strategic Planning, and Inclusive Excellence in Higher Education

Higher education is facing significant challenges: from legislatures and the public questioning its efficacy to meeting the evolving needs of students and stakeholders. Through intentional assessment and its dissemination, however, we can effectively design and implement strategic plans that address the needs of our students/stakeholders and communicate the value of our work. We will provide an example from the flagship campus of a large, public university system to illustrate how assessment data are used to determine strategic directions/priorities, evaluate programming, allocate resources, shape communications, and foster success through high quality, innovative, and inclusive educational practices and professional development support.

Catherine Chan and LaVar Charleston, University of Wisconsin-Madison

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 04

An Evidence-Based Educational Program on Developing Student Cultural Competence

This longitudinal study was to validate an interactive computer-based intervention, named the intercultural competence (IC) program, for facilitating nursing students' cultural competence. Methods: The faculty team applied simulation pedagogy to develop the 3-level IC program that provides three learning modules in each level corresponding with the curriculum to promote students consistent and continuous learning. A convenience sample of 160 students took the IC program to promote their cultural competence. Results: student cultural competence levels and one's perceived comfort and confidence in performing cultural care were consistently increased after completing each level's learning.

Hsiu-chin Chen, Utah Valley University

Primary Theme: Engaged Learning

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 05

Quality Assurance of Higher Education in Japan

In recognition of the paramount importance of quality assurance, the Japanese government and higher education institutions have implemented various policies and initiatives. This study aims to offer a comprehensive and holistic understanding of quality assurance in Japanese higher education. To achieve this purpose, the study first introduces relevant national policies and institutional initiatives related to quality assurance in Japan. The study then, taking a practical approach, delves into students' perceptions and experiences at a Japanese national university. We hope that this study can make a meaningful contribution to the development of quality assurance in the global higher education landscape.

Lilan Chen and Tatsuo Kawashima, Osaka University

Primary Theme: Engaged Learning

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 06

Strategic Directions: Improving Quality through Transformative IR & BI Partnerships

In an era demanding agility from institutions, Eastern Virginia Medical School (EVMS) demonstrates the importance of integrating Institutional Research (IR) into enterprise and transformation projects. By merging IR with Business Intelligence (BI) and fostering robust interdepartmental collaborations, EVMS strategically promotes informed decision-making through accurate data insights. This approach not only aides in modernization of processes but also achieves strategic benefits, propelling the institution forward. The presentation highlights the benefits of a strong IR & BI ecosystem and cutting-edge strategies for building interdepartmental partnerships, showcasing how the EVMS model revolutionizes IR and drives institutional transformation.

Phillip Copley and Kala Perkins-Holtsclaw, Eastern Virginia Medical School

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 07

Aligning Experiential Learning Outcomes to Institutional Mission and Vision

The mission and vision of a university drive the creation of meaningful strategic plans, yet too often, departmental and/or program strategic plans fail to align with the institutional mission. A graduate occupational therapy program will share the process of creating measurable goals and assessment strategies related to experiential learning opportunities. The presentation will center around problem-based learning, training in a free interprofessional clinic, and interprofessional education opportunities, along with the impact on the institutional mission and vision. Furthermore, the presentation will highlight the value, benefits, and necessity of meaningful goal creation required for effective program assessment and success.

Amy Haynes, Kimberley Persons, and Darla Coss, St. Catherine University

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 08

A Global Perspective: Assessing the Role of Accreditation in Ensuring Quality in Higher Education

Accreditation serves as a quality assurance mechanism for post-secondary education, ensuring institutions meet specific standards. These standards are influenced by the educational system, cultural context, and the regulatory environment of each country or local jurisdiction. In this poster presentation, we will examine how the work of accreditation functions across various institutional types, while providing a global perspective on the impact accreditation has on institutions, relationships with governing bodies and on institutional stakeholders. We aim to shed light on and solicit input regarding how the work of accreditation in the United States compares to other countries.

Fashaad Crawford and Kaitlyn Mittan, North Carolina State University

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 09

Inclusive Strategic Planning, Management, and Accountability

What does an inclusive strategic planning process look like? How can we keep the needs, interests, and experiences of our communities at the forefront as we create strategic roadmaps for the future? UNC Charlotte's J. Murrey Atkins Library leveraged stakeholders to increase the diversity of ideas and buy-in through a research-based, inclusive strategic planning process. Learn how this approach can enable the creation of a dynamic growth plan that empowers organizational strategic management and thinking. Presenters will discuss ways to ensure the plan remains top of mind and serves as an active tool to drive strategic progress while ensuring accountability.

Rebecca Croxton and Bob Price, The University of North Carolina at Charlotte

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 10

Assessing the Effectiveness of Inclusive Practices in Faculty Search Committee Trainings

In 2023, Indiana University Indianapolis began requiring training for all faculty search committees. This study assesses the training's effectiveness of the inclusive faculty search practices presented. Training focused on three practices (a) well-defined criteria, (b) reducing the use of merit and fit as norms, (c) and weighted rubrics. Preliminary findings indicate attendees consider well-defined criteria the most effective tool. Conversely, participants were more likely to resist reducing merit and fit during the applicants' evaluation process. Implications of the use of targeted inclusive practices and consideration of specific issues and challenges to inclusion across geographic/cultural borders will be discussed.

Teresa Sosa, Indiana University Indianapolis

Primary Theme: Inclusive Environments

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 11

Organizational Core Values: The Foundation of Strategic Planning and Quality Improvement

Many organizations find developing meaningful, contextualized, and authentic strategic planning goals difficult. As a result, it is common for organizations to adopt generic or superficial strategic goals with ill-defined or simplistic outcome metrics. Even those organizations that develop meaningful strategic goals often focus on easily quantifiable outcomes.

This poster will outline an inclusive and participatory process organizations can use to develop and implement their core values. More importantly, once developed, organizations can build their strategic planning, assessment, and CQI processes around those values. Even organizations with core values currently will benefit from viewing them in a holistic perspective.

Daniel Trujillo and Daniel Surry, Auburn University - Harrison College of Pharmacy

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 12

RIDLE Me This Phase 2: An Innovative Faculty Learning Community (FLC) Model Closing Equity Gaps in Undergraduate Bottleneck Courses

This poster session will show data results and lessons learned from the Rethinking Instructional Design for Learning Engagement (RIDLE) Faculty Development Program at UC Riverside using an FLC model from 2023. RIDLE is made up of four FLCs with a design thinking focus: RIDLE LX Empower Active Learning, RIDLE RX Promote Equitable Learning, RIDLE FX Foster Flexible Learning, and RIDLE DX Advance Digital Inclusion. Data will show how these four FLCs were designed and facilitated to successfully transform 60 undergraduate bottleneck courses over 9 months to close equity gaps, increase student persistence, lower DFW rates, and enhance just-in-time student interventions.

Swati Ramani, University of California Riverside

Primary Theme: Inclusive Environments

PANEL SESSION #3

2:30–3:30 p.m. | Unter den Linden and Friedrichstadt

Using AI, Alternative Credentialing, and Innovative Teaching to Meet Students Where They Are

The post-pandemic expectations of today's students require greater innovation in teaching and learning. Along with applying high-impact practices and experiential learning models, higher education must address the plethora of online certificates and badges and employer-based trainings that have become attractive to Generation Z. We can meet new demands, by developing interdisciplinary certificates and creating badging, and other micro-credentials to be embedded in our degree pathways as we navigate the changing landscape of student expectations and career needs. Simultaneously, the rapid pace of AI technologies necessitates our attention and intentional use of these technologies in classroom work to enhance our students' experiences.

Lori Montalbano (Moderator), Indiana University Columbus

Primary Theme: Innovative Instruction

Engaging Students Online with Media Projects

Professors teaching online courses face unique curricula design challenges, related to first delivering effective learning content through online platforms and second, to engaging students in an asynchronous environment. Technological and Artificial Intelligence (AI) platforms offer diverse options for creating theoretical and practical assignments as well as innovative ways to present and test knowledge. Interactive video case studies, self-paced adaptive problem solving, self-assessments, and interactive infographics are some media tools that have shown in my practice positive impact on students' learning and engagement. I hope we get to exchange ideas on technology-based projects and expand our portfolios.

Evelina Atanassova, University of Massachusetts Global

Primary Theme: Innovative Instruction

Advancing Assessment: The Role of ChatGPT and AI in Higher Education

Advancements in AI promise to redefine higher education by delivering personalized learning pathways, streamlining administrative processes, and enhancing academic achievement. Central to this paradigm shift is ChatGPT, which leverages the cutting-edge GPT architecture to interpret and generate human-like text. This capability not only offers customized educational support but also raises critical discussions around academic integrity and the authenticity of student work. This presentation will explore the transformative potential of ChatGPT in reshaping the responsibilities of assessment professionals, including ways AI can provide insights into student learning, challenge traditional assessment practices, and foster a more dynamic and responsive educational environment.

Sharon Stoerger, Rutgers, The State University of New Jersey

Primary Theme: Strategic Directions

Advancing Strategic Collection and Use of Assessment Data with Software

Strategic implementation and consistent use of assessment software is necessary to have robust data for program continuous improvement and for unit and university external review. Implementing assessment software requires purposeful planning of standards, outcomes, and indicators to ensure all students are achieving academic goals. Purposeful planning paired with strategic implementation leads to a central, stable, organized system that produces readily available aggregate program data. Implementing software to collect assessment data and facilitate review and reporting is challenging and expensive; however, the investment in development results in a reliable source of program effectiveness data for internal and external stakeholders.

Laura Maki, Minnesota State University, Mankato

Primary Theme: Strategic Directions

3:30–4:00 p.m.

Break

PANEL SESSION #4

4:00–5:00 p.m. | Unter den Linden and Friedrichstadt

The Strongest Link: Assessment Professionals and Institutional Researchers as Partners in Student Success

Institutions of higher education endeavor to advance student success through programs and services aimed at helping students achieve their academic, professional, and personal goals. These efforts require an investment of institutional resources, and higher education professionals gather evidence of learning from students to determine program effectiveness. Decision making about program effectiveness can be strengthened by linking assessment results with existing institutional data. Partnerships between assessment professionals and institutional researchers enable assessment results to be paired with data from the student information system, learning management system, etc. and lead to enhanced and nuanced understanding of how programs advance student success.

Katie Busby (Moderator), The University of Mississippi

Primary Theme: Student Success

Partnership in Action: University Divisions Collaborate to Increase Student Success

Arkansas Tech University, a regional public university in central Arkansas (USA) involved all key stakeholder groups in developing a three-year strategic plan focused on student success. The plan includes five goals: Student Access and Opportunity; Student Success and Support; People and Resources; Programs and Deliveries; and Partnerships and Innovations. There are key strategies listed under each goal. Working groups were formed to develop action plans for each strategy, and funding was provided for each action plan. The results from the first year are impressive, including an overall increase in enrollment and an eight percent increase in new student retention.

Julie Furst-Bowe, Arkansas Tech University

Primary Theme: Student Success

Rethinking Student Success Metrics: Insights from Undergraduate Students

While supporting students' success is a primary focus in higher education, there is a lack of understanding regarding what academic success means to students. In this panel session, the presenter, a principal investigator leading a federally funded research project, will share preliminary findings related to students' perceptions of their own academic success, which were obtained through assessment tools developed by the research team. She will also provide insights on the practical implications for campus leaders and how these findings can help improve student success. This new insight enables professionals to align assessment with students' own perceptions of academic success.

Jung Mi Scoulas, University of Illinois Chicago

Primary Theme: Student Success

Student Success is a Collective: Building Equitable Data Dialogues

The Student Success Data Collective is a grassroots initiative that fosters transparency and connection to student data among campus partners. As part of the Collective, staff, advisors, faculty, and administrators use structured meeting protocols to establish a power-conscious and equitable community that discusses student achievement, success, and learning. The resulting data dialogues promote diverse perspectives, build empathy among campus stakeholders, increase relevance of institutional data to daily practice, and encourage openness and problem-solving among colleagues.

Jaime Miller, Auburn University

Primary Theme: Inclusive Environments

Tuesday, June 25, 2024

8:30–9:00 a.m. | Unter den Linden and Friedrichstadt
Arrival and Morning Coffee

POSTER SESSION #3

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 01

The SEARLE Assessment Framework and Strategy

As an assessment practitioner and an educational developer within the same center for teaching and learning, we are charged with driving university-wide assessment and accreditation strategy. We ground our approach in theories of collaboration and change that respond to our decentralized context and advance equity-centered assessment of student learning. Our poster outlines the SEARLE framework we developed to guide our strategic directions based on our shared core principles: Student-Centered; Equitable; Authentic; Responsive; Life-long; and Empathetic. Our poster also highlights how we have operationalized this framework through our strategic planning process and our flexible, collaborative approach to executing that plan.

Lina Eskew and Lauri Dietz, Northwestern University

Primary Theme: Strategic Directions

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 02

Proactively Cultivating Student Learning Outcomes

Continuing to improve assessment practices, this poster session is devoted to expanding the potential of assessment by attending to a frequently underestimated component of the process. By cultivating student learning outcomes through more intentional planning, student learning will be enhanced. Although an integrated curriculum, instruction, and assessment process has always been advocated, this poster session will introduce how an integration can be facilitated through program theory and implementation fidelity, frequently appearing in assessment and instructional journals. Participants will learn how modified approaches to these processes in student support units and academic programs result in synergistically improving student learning.

Teresa Flateby, T.L. Flateby and Associates Consulting

Primary Theme: Strategic Directions

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 03

Agency, Advocacy, and Positionality: Bringing an Equity Mindset to Higher Education Assessment

The Grand Challenges Project supports global collaborations informing equitable practices for assessment practitioners in higher education while identifying evidence-informed solutions. Sixteen interviews were conducted in 2023 with assessment professionals across higher education disciplines/units to learn how they use assessment data to further equity. Through qualitative analysis, three central themes emerged: agency, advocacy, and positionality. The evidence highlights the importance for self-efficacy and inclusion in higher education as we seek to improve quality and equity through assessment. Through each theme we aim to equip professionals with the tools and insights to contribute to a more just and equitable educational landscape.

Beth Janetski and Mary Thompson, University of Wisconsin-Madison

Primary Theme: Inclusive Environments

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 04

Transformative Reflections: The Value of Assessment Tools

Assessment of college student learning can take many forms (Suskie, 2018) and can be utilized not just to measure learning, but to enhance it. In this poster, we present two different use cases of assessment as both measurement and learning interventions. First, we will describe a student self-assessment of metacognitive processing (Ozturk, 2017) in a study abroad course used to increase both students' content knowledge and awareness of their position in the global environment. Second, we will show how traditionally summative assessments (tests and quizzes) can be used as formative, pedagogical tools during a student's learning process to promote learning and self-regulation (Gehringer, 2017).

Andrew Kostakis, Austin Peay State University; Corinne Renguette and Kevin Rose, Purdue University in Indianapolis

Primary Theme: Innovative Instruction

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 05

Investigating Grade Inflation: Connecting Grades, Graduation, and Student Learning

Institutions of higher education often highlight increases in graduation rates as evidence of collegiate success. Yet young professionals are entering the workforce without the qualifications necessary to succeed, raising concerns of grade inflation. The current study utilized student-level data from a Mid-Atlantic university to explore the relations among GPA and completion status. Importantly, a measure of student learning was accounted for by incorporating pre-post change scores on a large-scale reasoning assessment. Initial results substantiate claims of grade inflation as evidenced by student learning being unrelated to both GPA and graduation. Implications and future directions are further addressed.

Joseph Kush, James Madison University

Primary Theme: Strategic Directions

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 06

Dismantling Equity: An Inductive Content Analysis of Anti-DEI Legislation Across the United States

Diversity, Equity, and Inclusion (DEI) frameworks have fostered the representation of at-risk populations within higher education. These frameworks are being dismantled across the United States leaving many wondering what the impacts will be for underrepresented groups in higher education. To better understand this shift, I have reviewed anti-DEI bills that have been ratified across five states. Legislation from Florida, North Carolina, North Dakota, Tennessee, and Texas have been analyzed using inductive content analysis to illuminate themes and commonalities among the anti-DEI bills sweeping the nation to prepare institutions for shifts in diversity expectations and roadblocks to building inclusive environments.

Marlana Lastres, Tennessee Tech University

Primary Theme: Inclusive Environments

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 07

Tandem Changes: Unveiling Keys for Student Success Within a Coaching Curriculum

In medical education (ME), students are viewed as pivotal servants in life-long learning and presume active agency to achieve professional success. More ME institutions adopt an academic coaching curriculum to enhance residency match outcomes through sharpening autonomous goals and strategies that can promote ongoing student achievement. This research aims to unveil mixed methods data (pre/post) and inform programmatic development over two cohorts from a smaller mid-western institution post-COVID. The results of the data will be shared and inform the collaborative nature of student-coach curricular developments over time.

Rebecca Lustfield, University of South Dakota

Primary Theme: Student Success

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 08

Workshops That Connect Scholarship and Assessment: A Strategy for Engaging Faculty in Effective Assessment

Is programmatic assessment a valuable use of faculty time and energy? Here we share a professional development initiative that introduces faculty to the mutual benefits of scholarship of teaching and learning (SoTL) and assessment. We first delivered this workshop series to faculty at the International University of Grand-Bassam (IUGB). In a two-part workshop, we introduced IUGB faculty to SoTL research design, followed by how SoTL can be leveraged to create and improve programmatic assessment plans. We will share lessons learned from our international, interdisciplinary discussions about SoTL and program assessment, including recommendations for adapting these workshops to other institutions.

Troy Nash and Kathryn Kloepper, Mercer University

Primary Theme: Strategic Directions

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 09

Reimagining Student Success: The Development of a Thriving Student Model

The needs of today's college students are constantly evolving, but the pandemic brought about a more dramatic shift that challenged institutions to rethink their conceptualization of student success, especially as it relates to wellness. This presentation showcases the collaborative development, implementation, and assessment strategy for a new campus-wide framework of student success called the Thriving Student Model, which comprises six domains (academic success, belonging, experiential learning, holistic wellness, inclusive community, and joy). The model is anchored in inclusive excellence and seeks to ensure that work to support students' flourishing benefits students across the spectrums of identities and experiences.

Tim Novara, University of San Diego

Primary Theme: Student Success

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 10

Assessing a Substantial Syllabus Redesign: Student Perceptions of Tone

This proposal examines the outcomes of a comprehensive assessment on student perceptions following a substantial redesign of a course syllabus. Results indicate students appreciated the positive tone and perceived the instructor's staunch support for their progress and capacity for success. Moreover, the syllabus was not deemed condescending, although many found it unexciting. The findings suggest an encouraging acceptance of the learner-centered approach in syllabus design. Future steps involve an analysis of pre- and post-revision syllabus comprehension scores, aimed at discerning any notable differences. This research underscores the significance of a positively toned syllabus in fostering an inclusive learning environment.

Mark Urtel, Indiana University Indianapolis

Primary Theme: Inclusive Environments

9:00–10:00 a.m. | Beletage Foyer | Poster Board: 11

Assessing Student Success- Academic Performance and Predictive Indicators (ASSAPP-[leading and lagging] Indicators)

In an effort to create a data-informed culture, members of the Office of Institutional Research and Effectiveness partnering with the Provost, Executive Vice President created Jackson State University (JSU) Data Days where Academic Deans, Provost Council, and OIRE report on data pertaining to Retention, High Challenge Courses, Course Completion rates, and Quality of instruction-performance excellence, looking at data disaggregated by race and ethnicity, and reporting Mission Critical Metrics to understand the impact it is having on student retention and completion. Results and measure of the JSU continuous improvement process will be presented.

Marie Valentin and Celestino Valentin, Jackson State University

Primary Theme: Strategic Directions

PANEL SESSION #5

10:00–11:00 a.m. | Unter den Linden and Friedrichstadt

Assessment in the United States: Pathways Forward

This panel features assessment leaders from the United States. Each reveals an emerging assessment topic and how it may shape higher education's future. Topics include the role of accreditation in advancing assessment efforts; how program theory and implementation fidelity can help educators use outcomes evidence for learning improvement; and the roles of students and student voice in purposeful planning and quality discussions in higher education.

Keston Fulcher (Moderator) and Sara Finney, James Madison University; David Chase, Higher Education Consultant; and Natasha Jankowski, New England College

Primary Theme: Strategic Directions

11:00–11:15 a.m.

Break

PANEL SESSION #6

11:15 a.m.–12:15 p.m. | Unter den Linden and Friedrichstadt

Assessing and Improving Quality in High Impact Practices (HIPs)

Engaged learning experiences, including High-Impact Practices (HIPs), such as service-learning, undergraduate research, study abroad, internships and capstones, immerse students in active, and practical educational opportunities. Many colleges and universities have been promoting and tracking students' participation in these special learning experiences, expanding opportunities and facilitating support for faculty and recognizing it in workload. While student outcomes research demonstrates desirable impact, assessment evidence shows inequitable participation, and lack of opportunities to enhance educational quality and to expand practices to align more with contemporary students' interests, purpose, realities and cultural assets. What is the state of students' exposure and equitable participation in HIPs? What assessment evidence do educators need to enhance engaged learning for today's students?

Jillian Kinzie (Moderator), National Survey of Student Engagement (NSSE) and Indiana University Bloomington

Primary Theme: Engaged Learning

Practical Techniques for Engaging Faculty in Assessment of Student Learning

Although regional and discipline accreditation are crucial for ensuring the efficacy of higher education, the assessment of outcomes, a pivotal aspect of this process, frequently encounters opposition from educators. Many perceive accountability mandates as bureaucratic tasks rather than opportunities to enhance teaching and learning quality. This session aims to elucidate the primary reasons behind faculty resistance to assessment of student learning, offer practical methods for fostering faculty involvement, ownership, and commitment to outcomes assessment, and discuss emerging forms of resistance arising from the pandemic and the advent of generative artificial intelligence.

Felix Wao, University of Oklahoma

Primary Theme: Strategic Directions

Do the AAHE Principles of Good Practice Reflect the International Experience with Assessment?

In 1992, twelve assessment leaders in the United States developed nine Principles of Good Practice for Assessing Student Learning (AAHE Bulletin, 1992). The presenter will describe these principles, examine how they shaped the strategic direction of assessment practices in the U.S. over the last three decades, and consider their relevance – with updates and additions – for the future of assessment in the U.S. The presenter hopes to learn if these Principles are meaningful for assessment globally, if different assessment principles emerged in other countries, and how assessment leaders can expand global assessment collaborations.

Jeremy Penn, University of Iowa College of Education

Primary Theme: Strategic Directions

Immersive Block Scheduling in an Australian Public University: A Case Study in Increasing Student Success

Universities around the world are exploring how to adapt their education delivery approach in the face of changing student demographics and shifting learning preferences. This submission shares results from a recent whole-of-institution curriculum reform at one public Australian university, where traditional semesters were replaced with an innovative 6-week immersive block model utilising an engaging, active learning pedagogy. The submission references best practice in Higher Education (HE) pedagogy and shares student performance data demonstrating the change delivered increased undergraduate pass rates (74% to 88%) and reduced attrition by 5%. Implications for practice at HE institutions considering curriculum reform are discussed. Question: How can institutions respond to changing student demographics (e.g. increasing numbers of underrepresented students) and changing student preferences (e.g. online vs on campus learning)?

Thomas Roche, Southern Cross University

Primary Theme: Student Success

12:15–1:30 p.m. | Coelln Restaurant
Lunch (provided)

POSTER SESSION #4

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 01

Enhancing Student Effort for Improved Institutional Accountability Data: The Impact of Motivation Priming Interventions

Using data from two public US universities, we examined the effectiveness of a short intervention to increase student effort when completing low-stakes tests for institutional accountability. Prior to completing tests of general education outcomes, students were asked to reflect upon their motivation to perform well. This priming intervention resulted in a significant and practical increase in expended effort on the tests. Thus, our study offers an innovative approach to promote student motivation when providing assessment data. Strategic insights from our study include ways to enhance the quality of data collected for institutional accountability, optimize resource allocation, and increase cost-savings.

Stuart Miller, Auburn University; and Sara Finney, James Madison University

Primary Theme: Engaged Learning

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 02

Domo Arigato, Mr. Roboto: Generative AI as an Effective Tool for Learning How to Write

While there has been much speculation about the impact of generative AI on student's ability to write, little has been done to objectively measure AI as a writing tool in a classroom. In this study, researchers compare the writing proficiencies of students exposed to a curriculum that teaches them the impact and proper use of AI tools in academic and professional writing compared to students who are not. The researchers' objective is to investigate if teaching faculty and students how to use AI to enhance student writing will have a significant impact on student academic and professional success.

Mary Odden and Jeremy Jungbluth, University at Buffalo

Primary Theme: Innovative Instruction

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 03

Strategic Program Positioning: How a Large, Metropolitan University Achieves Academic Program Review

St. John's University implements a novel program review using "Strategic Program Positioning" (SP2) to study the health and viability of our academic offerings. Data is organized to provide a holistic view of programs, including enrollment, retention, peers, and financials. Resulting dashboards are part of our institutional assessment effort, focusing on transparent continuous quality improvement, by bringing stakeholders together for data-driven dialogue on how programs meet the students' needs and the strategic vision of the institution. Capitalizing on program strengths moves us forward with the goal of providing quality academics and a solid career path for students.

Karen Pennacchio and Anthony Marziliano, St. John's University

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 04

Micro Actions to Increase Inclusivity: Shaping Culture from The Bottom Up

Diversity, Equity, Inclusivity and Accessibility (DEIA) policies typically follow a two-part approach: 1) top-down or forced inclusion policies and 2) training focused on micro-aggressions. Complexity theory, however, would tell us there is a critical component missing to this approach--the creation of a positive feedback loop through micro-actions to create an inclusive culture. To shape the micro-actions of a work force, it is imperative to influence the work force at their psychomotor level. This is necessary so individual's in-the-moment actions are able to positively develop bi-lateral relationships across teams while undoing any pre-existing instinctual reactions already present.

Melissa LaDuke and Thomas Pike, National Intelligence University

Primary Theme: Inclusive Environments

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 05

Cy™ GROW: Using Project Management Tools and Skill Development Frameworks for Student Learning in the Co-Curriculum

Iowa State University's Office of Assessment, Research, and Divisional Effectiveness, University Human Resources, and Office of Student Financial Aid have implemented Cy GROW, a program that helps hourly student employees make connections between their academics and potential future careers through structured conversations with their supervisors. This program utilizes the project management tool Smartsheet as well as our Career Readiness Competency (CRC) framework to enhance the student employee experience. With one-third of Iowa State students being employed by the university, its contributions are invaluable. This poster will share implementation details, outcomes to date, and insights for future consideration.

Matt Pistilli, Amanda Puffett, and Katie Ansong, Iowa State University

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 06

Crafting Global Leaders: The Transformative Role of Communication Intensive Courses (CiC) in Higher Education

The Communication Intensive Courses (CiC) initiative enhances student communication skills across disciplines through faculty development and innovative course design. Utilizing multimodal assessments, teachers integrate communication teaching, practice, and feedback into their curriculum. Aligning with institutional objectives, each program targets a minimum of eight CiC offerings to provide students numerous opportunities to develop essential communication competencies, preparing them for success beyond academia. This presentation reports on the impact this strategy had across multiple stakeholders. As a strategic and forward-thinking initiative, CiC equips students to excel in social and professional settings as global-ready leaders, redefining the future of higher education.

Michelle Raquel and Simon Boynton, University of Hong Kong

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 07

Teaching Assessment Strategy Centering Intent and Purpose for Student and Instructor

Instructors aim to deliver disciplinary content, but long-term college students benefit from practicing process skills and awareness of purpose. The innovative strategy engages instructors and students in reflection, connecting performance to individual participation goals. The assessment approach leads instructors to purposeful course design and supports their continued professional development. Student self-efficacy and accountability are promoted by connecting personal, academic, and professional goals with attending class. We tested the model in different institutional contexts in two different countries (Germany and the US). Presenters will share examples of instructor objectives with aligned activities and student objectives and how they think about learning.

Martina Rosenberg, University of Connecticut; and Andrea Frank, Bielefeld University

Primary Theme: Student Success

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 08

Evaluation of Academic Assessment Processes

This poster presentation highlights the evaluation of academic assessment processes to promote institutional effectiveness. The revised process encourages departments to connect their strategic plans to their college strategic plan, which in turn connects to the institutional strategic plan. The implementation of departmental strategic plan is tracked annually by reporting progress made and identifying needed resources. The revised assessment process is no longer cumbersome and bureaucratic, but rather, clear, smooth, and multi-staged, resulting in actionable strategic outcomes. This will ensure academic excellence through identification of emerging new areas for programmatic offerings and opportunities for improvement.

Dania Salem, American University of Beirut

Primary Theme: Strategic Directions

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 09

CommuniTea in the Library: Fostering Relationships with Warmth

As a Hispanic-Serving Institution and community college in a large urban setting, we have focused on becoming trauma-informed to better serve our students. In an effort to prioritize mental health outside of the classroom, the library focused on fostering relationships through wellness programming. We provided opportunities for students, faculty, and staff to center wellness through rest and connection, with naptimes in the library, afternoon tea events, and displays on self-care. The positive reception resulted in increased visibility of the library and library services, new partnerships, and more student interaction.

Tineka Scalzo and Jeannette Bruno, Wilbur Wright College

Primary Theme: Inclusive Environments

1:30–2:30 p.m. | Beletage Foyer | Poster Board: 10

Agility and Relationships to Inspire Assessment for Student Learning

Fulfilling a university-wide assessment plan for student learning is no small feat. Navigating institutional culture(s), perspectives around the purpose and use of assessment, labor and capacity, and balancing the need for external reporting, while remaining narrowly focused on centering teaching and learning for student success is an iterative process that requires agility and strong relationships. This presentation will illuminate on the structuring of university-wide assessment for student learning, centering relationships across-departments for success, assessment as an iterative process, and intentionally embedding support mechanisms throughout the system.

Heather Webb Springer, University of Wyoming

Primary Theme: Strategic Directions

PANEL SESSION #7

2:30–3:30 p.m. | Unter den Linden and Friedrichstadt

Promoting Quality During Times of Rapid Change

Engaging faculty, staff, students, and other stakeholders in quality endeavors is challenging under normal circumstances. Add to the mix a major change in institutional context, organization, program scope and delivery, learning management system deployment, and faculty appointment status, among other variables, and attention to quality becomes more strained. This presentation uses a case study of change management in higher education to highlight the leadership strategies and engagement approaches necessary to promote quality during times of rapid change.

Corinne Renguette (Moderator), Purdue University in Indianapolis

Primary Theme: Strategic Directions

Using Comprehensive Institutional Master Planning as a Tool to Future-Proof a University

The Officer of the Provost at Texas Tech University Health Sciences Center partnered with a planning and design firm to develop an Institutional Master Plan promoting critical conversations, analyzing current learning and research environments, and identifying future growth and resource management in higher education. Our five campuses and six schools are integrating health education strategies and learning environment enhancements through an innovative goal-oriented, solution-focused process. Stakeholders identified priorities for the next 20 years for community partners, learner experiences, futureproofing technology, and growing our healthcare workforce. Synergies, common initiatives and needs became apparent, strategically positioning our university for future success.

Darrin D'Agostino, Texas Tech University Health Sciences Center

Primary Theme: Strategic Directions

Innovation through Rigor: Institutional Processes for the Review of Academic Programs

My presentation highlights that a rigorous quality assurance process can foster a dynamic culture of innovation in academic programs. I use a large, research-intensive Canadian university with 200+ programs as a case-study in cyclical program review. I map the institution's quality assurance processes onto its strategic priorities for internationalization, research, and preparing students for the job market. Faculty and student engagement and program review supports are vital for achieving alignment between quality assurance processes and institutional goals. Finally, I share the introduction of new mid-cycle reports to track implementation, which is critical to the concept of innovation through rigor.

Susan Lewis, Western University, Canada

Primary Theme: Strategic Directions

Intentional CQI for a Newly Implemented Curriculum

INTRODUCTION: A redesigned four-year U.S. Doctor of Pharmacy program was implemented at an existing school of pharmacy in Fall 2020. The school was intentional about including safeguards to identify and improve any areas of weakness. METHODS: Several comprehensive assessments and checkpoints were developed as part of the new curriculum. The Assessment Committee designed an 11-component CQI plan (approved by faculty) to assess and evaluate various phases of the curriculum. OUTCOMES: The process improved faculty awareness of the curriculum; addressed minor gaps, and resulted in improved courses and assessments. CONCLUSION: Planning is an excellent strategy for mitigating negative outcomes.

Elizabeth Sheaffer, Samford University McWhorter School of Pharmacy

Primary Theme: Strategic Directions

3:30–3:45 p.m.

Break

PANEL SESSION #8

3:45–4:45 p.m. | Unter den Linden and Friedrichstadt

Making a Grand Contribution: The Grand Challenges in Assessment in Higher Education Project

The Grand Challenges for Assessment in Higher Education project is a collaborative effort of ten endorsing organizations and over 400 volunteers across the United States to increase the extent to which assessment (1) supports equity; (2) is visible, actionable, and drives innovation; and (3) guides rapid improvements in pedagogy. “Grand Challenges” are being addressed through national collaborations, systematic inquiries, and dissemination of effective and practical solutions. Three volunteer-led implementation teams are carrying out strategic plans related to the grand challenges. Implementation team leaders will share details about the project and how you can engage to address grand challenges in assessment.

Stephen P. Hundley (Moderator), Indiana University Indianapolis; Rebecca Croxton, The University of North Carolina at Charlotte; Mary K. Thompson and Beth Janetski, University of Wisconsin-Madison

Primary Theme: Strategic Directions

4:45–5:00 p.m.

Concluding Remarks

Wednesday, June 26, 2024

8:30–9:30 a.m.

Journey to Site Visit Locations

Participants who signed up for a site visit should meet at their site or in the lobby of The Westin Grand Berlin.

9:30–11:30 a.m.

Site Visit to Higher Education Institutions

Afternoon

Berlin Cultural Explorations (on your own)

The Westin Grand Berlin

ETAGE / 1ST FLOOR

