Sponsored by the Accrediting Commission for Senior Colleges and Universities

WASC ARC

2012 ACADEMIC RESOURCE CONFERENCE

April 18-20, 2012

Hilton Orange County
Costa Mesa, CA

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"The transparency and ease of use that TaskStream offers has really transformed the attitudes towards assessment on campus in a very positive way. In the past, faculty and staff were frustrated by the need to respond to multiple requests for the same assessment data over time.

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Laura Hecht, Ph.D.
Assistant VP for Institutional Research, Planning and Assessment
California State University, Bakersfield

"The level of support provided by TaskStream is amazing. We were able to 'hit the ground running' and smoothly transition the former paper process into a much more efficient online process. Zero technical difficulties allow us to focus on what's important."

Dotti Cordell, M.P.H., R.N.,
Student Learning Outcome Co-Coordinator
San Diego City College

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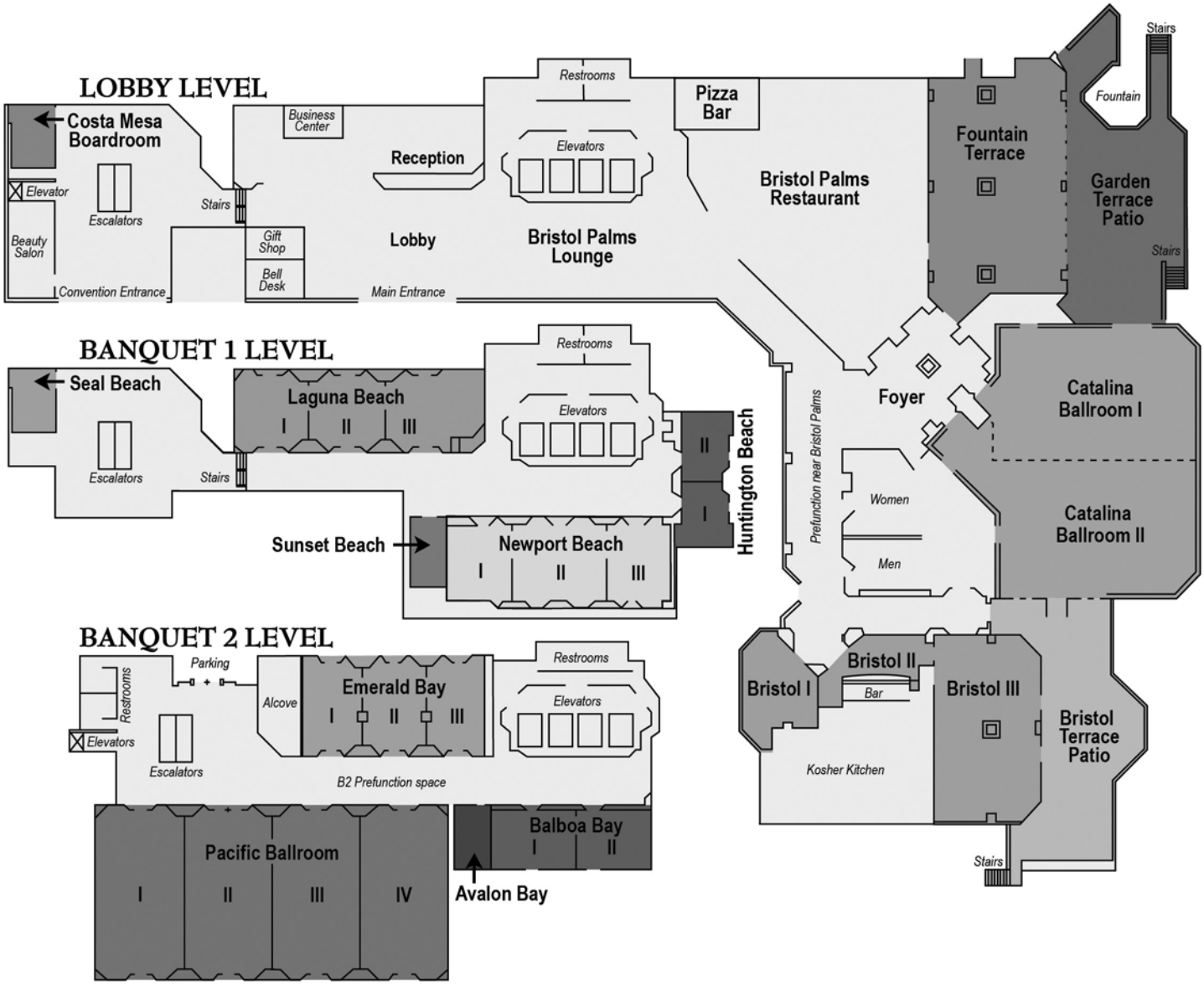
Hilton

Orange County / Costa Mesa



LEARNING COMMONS LOUNGE

Collect your conference materials and then check out the Learning Commons Lounge in Pacific Ballroom. It will be your home base during the conference. You'll find free wireless, along with tables and chairs, so you can review the program or meet with friends. Throughout the conference, this is also where breakfasts and snack breaks will be served. On Wednesday afternoon, exhibitors will be setting up, and on Friday they'll be breaking down their displays, so if you want to consult with them, plan to do it Wednesday evening or anytime from 7 a.m. to 7 p.m. on Thursday.

MANY THANKS TO THIS YEAR'S GENEROUS SPONSORS. TAKE A MOMENT TO VISIT THEIR BOOTHS AND LEARN HOW THEY CAN BE OF SERVICE TO YOU.

NAVIGATING THE PROGRAM

To help you make efficient use of your time at the ARC, the descriptions of concurrent sessions include the relevant track in parentheses following the session title, along with key words. There are seven bands of concurrent sessions spread over Thursday and Friday. At the beginning of each concurrent band, you'll find practical, applied topics related to learning and educational effectiveness; toward the end of each band, you'll find topics related to administrative issues and larger educational trends. Sessions devoted to the WASC redesign and vendor demonstrations are located at the end of each time band; they're clearly indicated by a blue header. Before you decide which session(s) you want to attend, it makes sense to review the entire concurrent band.

Track 1: Putting Students at the Center - Learning, Assessment, and Student Success
Track 2: The Curriculum, Co-curriculum, Learning and the Future
Track 3: Financial and Structural Transformation
Track 4: Evolving WASC Accreditation Processes
Track 5: The Campus and the Community

SCHEDULE AT-A-GLANCE

Tuesday, April 17

9:00 a.m. Workshop for Institutions Piloting the New Institutional Review Process (by invitation only)
Noon DQP Learning Community Workshop (by invitation only)
11:00 a.m. Registration Open
5:00 p.m. Registration Closed

Wednesday, April 18

7:00 a.m. Registration Open
7:00 a.m. Coffee service
8:00 a.m. Prepaid Pre-conference Workshops
11:00 a.m. New ALO Orientation
11:30 a.m. CEO Lunch
Noon ALO Workshop and Lunch
1:00 p.m. CEO Forum
2:00 p.m. SIG Gatherings
4:30 p.m. Opening Plenary - Claudio Sanchez
5:45 p.m. Registration closed
6:00 p.m. Opening Reception/ Sponsor Exhibits

Thursday, April 19

7:00 a.m. Registration Open
7:00 a.m. Continental Breakfast
7:00 a.m. Sponsor Exhibits
8:00 a.m. Morning Plenary - Shai Reshef
9:15 a.m. Concurrent Sessions
10:15 a.m. Snack Break
10:45 a.m. Featured Speakers
Noon Sponsor Luncheons (by invitation only)
12:15 pm SIG Lunches
2:00 p.m. Concurrent Sessions
3:20 p.m. Snack Break
3:45 p.m. Concurrent Sessions
3:45 p.m. Conversation with the President
5:00 p.m. Concurrent Sessions
5:45 p.m. Poster Session and Reception/Sponsor Exhibits
5:45 p.m. Registration Closed

Friday, April 20

7:00 a.m. Registration Open
7:00 a.m. Continental Breakfast
8:00 a.m. Concurrent Sessions
8:00 a.m. CAO Forum
9:15 a.m. Concurrent Sessions
10:15 a.m. Snack Break
10:45 a.m. Concurrent Sessions
Noon Plenary - Ken O'Donnell
1:15 p.m. Prepaid Post-conference Workshops

TUESDAY, APRIL 17, 2012

REGISTRATION

11:00 AM - 5:00 PM

Banquet 2 Level/Pre-function space

9:00 AM - 12:00 PM

WORKSHOP FOR INSTITUTIONS PILOTING THE NEW INSTITUTIONAL REVIEW PROCESS *(by invitation only)*

Bristol I

Facilitator: Teri Cannon, Executive Vice President, Accrediting Commission for Senior Colleges and Universities, WASC

Institutions participating in the pilot of the new institutional review process (IRP) will convene as a learning community at the 2012 ARC. Participation is limited to institutions that have agreed to pilot the new process, i.e., those having their off-site reviews in spring 2013 and visits in fall 2013 or spring 2014. The group will talk about plans and timelines for their reviews, discuss questions and challenges they are facing, and learn more about the build-out of the new process and its areas of emphasis.

12:00 PM - 4:00 PM

DQP LEARNING COMMUNITY WORKSHOP *(by invitation only)*

Bristol III

Facilitator: Jill L. Ferguson, Director, Organizational Change, Accrediting Commission for Senior Colleges and Universities, WASC

Institutions participating in WASC's pilot of the Degree Qualifications Profile pilot will share what they are doing, work in cross-institutional cohorts, and have a Q&A period with the DQP Leadership Group. Institutions are asked to prepare a poster presentation of their work to date. Lunch is included.

REGISTRATION

7:00 AM - 5:45 PM

Banquet 2 Level/Pre-function space

LEARNING COMMONS LOUNGE

7:00 AM - 7:30 PM

Pacific Ballroom

Collect your conference materials and then check out the Learning Commons Lounge in Pacific Ballroom. It will be your home base during the conference. You'll find free wireless, along with tables and chairs, so you can review the program or meet with friends. Throughout the conference, this is also where breakfasts, snack breaks, and receptions will take place. On Wednesday afternoon, exhibitors will be setting up, and on Friday they'll be breaking down their displays, so if you want to consult with them, plan to do it Wednesday evening or anytime from 7 a.m. to 7 p.m. on Thursday.

PRE-CONFERENCE WORKSHOPS Pre-registration required

8:00 AM - 11:00 AM

W-1 NAVIGATING THE WASC PATHWAY

Emerald Bay III

Facilitator: Richard Winn, Vice President, Accrediting Commission for Senior Colleges and Universities, WASC

Campus Representatives: Barry Ryan, President; and Jeb Egbert, Provost, West Coast University

This workshop, recommended for all institutions prior to submitting their WASC Eligibility application, is designed to help them do so successfully. Richard Winn has overseen the eligibility process for more than eight years; he brings that perspective to an overview of the entire process, including a review of each of the 23 Eligibility Criteria and the new Compliance Audit. Participants will examine excerpts from successful applications, consider possible timelines, explore options for accelerating the process, and have an opportunity to ask questions prior to expending time and resources on this demanding process. Consideration is given to the wide range of types of institutions that may apply and to how the process may be adapted to each. Institutional representatives will explain effective strategies for organizing their campuses for first-time WASC reviews.

W-2 NAVIGATING SUBSTANTIVE CHANGE

Emerald Bay II

Facilitators: Sharyl McGrew, Manager, Substantive Change; and Brenda Barham Hill, Associate, Accrediting Commission for Senior Colleges and Universities, WASC

Campus Representatives: Penny Washbourn, Professor Emerita, Saint Mary's College of California, and WASC Substantive Change Committee Co-chair; Billy Hughes, Dean, School of Pharmacy, Loma Linda University, and WASC Substantive Change Committee Co-chair

The changing economic and educational landscape demands that institutions adapt. Often that means new programs, new degree levels, new sites and delivery modes, even mergers of institutions. Before those plans can be implemented, however, your institution may need to navigate the Substantive Change approval process. Learn the basics of the process and find out about recent changes in policy so that this step can be incorporated into your planning and resource allocation. We will share examples of good practices and model elements, including resources and templates to help you get through the process successfully. We will look at common reasons why Substantive Change proposals are not approved and provide tools for avoiding these pitfalls. We will also discuss particular issues related to the rapidly expanding world of distance education as well as specific issues related to undergraduate and graduate programs.

W-3 SHOW ME THE LEARNING: VALUE RUBRICS IN ACTION

Laguna Beach III Click here to see workshop presentation and handouts

Facilitators: Susan Albertine, Vice President, Office of Engagement, Inclusion, and Success; and Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment, Association of American Colleges & Universities

Participants will learn how the VALUE rubrics are organized; how criteria, levels, and performance descriptors function; and how rubric teams consisting of faculty from many different institutions developed the fifteen models. The workshop will present examples of how the rubrics are being used and what is being found through their use on campuses. The workshop will offer participants an opportunity for hands-on experience working with a selection of rubrics. Discussion will address participants' questions and interests.

W-4 CREATING AN OUTCOMES-BASED CO-CURRICULAR ASSESSMENT PLAN: A CONCRETE AND COMPREHENSIVE APPROACH

Emerald Bay I Click here to see workshop handouts

Facilitators: Lori Varlotta, Vice President, Student Affairs; and Joy Stewart-James, Executive Director, Student Health and Counseling Center, California State University, Sacramento

This workshop will offer a seven-step approach to creating a comprehensive assessment plan for programs and services typically associated with "student affairs" or "student services." This model includes the following components: mission statements; departmental goals; research questions; program objectives and learning outcomes; methods and measures; findings; and conclusions. Concrete recommendations will be discussed for ways attendees might tweak each of these components in their own plan. Templates and tools in use at Sacramento State, where this model is followed, will be distributed. Finally, we'll share real life stories — including the good, the bad, and the ugly — of student affairs directors who have been at this work for years and have lived to tell of it.

W-5 ASSESSMENT MANAGEMENT SOLUTIONS TO ADVANCE INSTITUTIONAL PRACTICE

Click here to see workshop presentation and handouts

Balboa Bay I

Facilitators: Laurie Dodge, Associate Vice Chancellor, Institutional Assessment and Planning, Brandman University; Laura Martin, Coordinator, Faculty Development and Assessment, Center for Research on Teaching Excellence, University of California, Merced

Assessment management software has the potential to facilitate course, program, and institutional assessment in support of student and organizational learning — and, of course, regional and professional accreditation. In this workshop, participants will explore key steps in the selection and implementation process. Participants will leave this session with practical strategies and a basic plan for pursuing an assessment management solution that advances, rather than drives, the institution's assessment practices and culture.

W-6 ALLOCATING RESOURCES BASED ON OUTCOMES ASSESSMENT

8:00 AM - 11:00 AM

Newport Beach II Click here to see workshop presentation

Facilitator: Marilee J. Bresciani, Professor, Administration, Rehabilitation, and Postsecondary Education, San Diego State University

Updated with recent research, this interactive workshop clarifies the steps institutional leaders need to take to ensure that their decisions on resource allocation are in harmony with their institutional values and principles of quality improvement — and to demonstrate that assessment findings really do matter. The workshop will walk you through such steps as the following: 1) identifying values; 2) aligning outcomes with values and strategic priorities; 3) defining the criteria and context for quality; 4) implementing outcomes-based assessment; 5) gathering and analyzing the results; 6) re-allocating resources to improve your outcomes within the context for quality; and 7) communicating resource needs as well as the effect of continued limitations. You'll leave with the outline of a plan for your campus.

ALO EVENTS

ORIENTATION FOR NEW ALOs

11:00 AM - 11:45 AM

Bristol III

Facilitators: Diane Harvey, Vice President; and Richard Osborn, Vice President, Accrediting Commission for Senior Colleges and Universities, WASC

The new ALO orientation is strongly recommended for ALOs who have been recently appointed to this position. Following a review of the basics of the job, there will be opportunities for Q & A and networking with ALOs from other institutions. New ALOs should also plan to attend the ALO workshop that follows.

ALO WORKSHOP AND LUNCHEON

12:00 PM - 4:15 PM

Pacific Ballroom IV Click here to see presentation handouts

Facilitator: Teri Cannon, Executive Vice President, Accrediting Commission for Senior Colleges and Universities, WASC

The ALO workshop will be devoted to discussion and ALO feedback on revisions to the WASC Handbook of Accreditation, which the Commission will finalize in November. We will cover national policy concerns about higher education and accreditation, public expectations for accountability and quality assurance, recommendations of the American Council on Education (ACE) Task Force on the Future of Accreditation, and recommendations from the National Advisory Committee on Institutional Quality and Integrity (NACIQI). Changes to the Handbook of Accreditation include a new institutional review process (with off-site reviews and streamlined timeline); an enhanced focus on retention and graduation at both undergraduate and graduate levels; new emphasis on the meaning and rigor of degrees; required reporting on undergraduate student learning both in the majors and in common areas of competence; and proposed new policies on board governance and graduate education. Preliminary studies of external validation will be shared, along with initial work by institutions piloting the Lumina Degree Qualifications Profile. This workshop will provide a singular opportunity for ALOs both to learn about changes and to contribute to the shaping of WASC accreditation for the next decade.

CEO EVENTS

CEO LUNCHEON: 21ST CENTURY HIGHER EDUCATION — ¡GROWING DEMANDS FOR QUALITY IN A VOLATILE WORLD! *(CEOs only)*

11:30 AM - 12:45 PM

Fountain Terrace Click here to see presentation handouts

Host: Ralph A. Wolff, President, Accrediting Commission for Senior Colleges and Universities, WASC

Speaker: Roberts Jones, President, Education and Workforce Policy, LLC

Over the past century, the American higher education system has been highly regarded, globally envied, often copied, and largely in control of its own destiny. But in the future, our system of post-secondary education will be increasingly buffeted by the growing demands of external forces beyond its control. Higher education will be expected to raise

enrollment, of less well prepared students, with fewer resources, while at the same time responding to growing demands for increased quality and quantity of its output. The key question for CEOs is "What should we do?" Bob will put forward some provocative suggestions and looks forward to a lively discussion.

1:00 PM - 4:00 PM

CEO FORUM *(CEOs only)*

Bristol III Click here to see CEO Forum handouts

Facilitators: James Donahue, President, Graduate Theological Union, and Vice Chair, Accrediting Commission for Senior Colleges and Universities, WASC; additional WASC Commissioners; and Ralph A. Wolff, President, Accrediting Commission for Senior Colleges and Universities, WASC

Last year at this Forum we shared what the Commission intended to achieve with redesign of the WASC accrediting process. We now can review those initiatives that have gained widespread support – and those that have proven problematic. We especially wish to engage CEOs in a discussion of the future of WASC in an era of increasing accountability, as questions about the value, quality, and effectiveness of both higher education and accreditation grow more insistent. The greatest challenge has been how best to assure the quality of degrees and assure the proficiencies of graduates without creating a one-size-fits-all approach. As the Commission opens an extended period for consultation and dialogue around quality assurance, the CEO Forum is a prime opportunity for presidents and CEOs to provide candid input, especially related to the effectiveness of educational programs.

SIG GATHERINGS

Participants planning to attend these gatherings are urged to contact the convener beforehand, but this is not required. Use the email addresses below.

2:00 PM - 4:00 PM

SIG-1 BRIDGING FROM ASSESSMENT TO INSTITUTIONAL RESEARCH. A CAIR-SPONSORED SPECIAL INTEREST GATHERING

Click here to see presentation handouts

Emerald Bay I

Convener: Sam Agronow, Director, Institutional Research, Saint Mary's College of California

Discussion Leaders: Christina Leimer, Associate Vice President for Institutional Effectiveness, California State University, Fresno; Edward Sullivan, Assistant Vice President, Institutional Research and Analytical Studies, California State University, Fullerton; Cel Johnson, Director of Institutional Research, University of San Diego; Jill Ferguson, Director of Organizational Change, Accrediting Commission for Senior Colleges and Universities, WASC

Assessment of learning outcomes is one of the paramount areas for review in WASC accreditation. Institutional researchers may be on the outside looking in if institutions turn to, and sometimes hire, other staff to oversee these assessments and develop other measures of an institution's "educational effectiveness." In this SIG we will discuss the role institutional researchers can and should play in evaluating institutional effectiveness in both academic and non-academic areas. The latest information on WASC requirements for reporting retention/graduation rates and student learning will be shared and discussed. In addition, there will be a special discussion of methods for assessing retention rates, graduation rates, time-to-degree, and learning outcomes at the graduate level.

Email: sja7@stmarys-ca.edu

SIG-2 VALUE RUBRICS IN THE BIG CAMPUS PICTURE

Balboa Bay I Click here to see presentation handouts

Conveners: Susan Albertine, Vice President, Office of Engagement, Inclusion, and Success; and Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment, Association of American Colleges & Universities

Join this facilitated discussion of ways in which VALUE rubrics can figure and function as part of multifaceted, initiative- and program-spanning plans for student success. Potential topics include collaboration between academic affairs and student affairs, using rubrics, and strategies for larger-scale collaboration on campuses. Depending on participants' interests, leadership and professional development and comprehensive designs for using rubrics are likewise possible topics.

Email: albertine@aacu.org

SIG-3 LIBRARIANS, STUDENTS, AND INFORMATION LITERACY, OH MY! PATHS TO CONTINUOUS IMPROVEMENT

Emerald Bay II Click here to see SIG presentation

Convener: Les Kong, CARL Executive Board member and Coordinator, Media Services, California State University, San Bernardino

Discussion Leaders: Gabriela Sonntag, Director, Armacost Library, University of Redlands; April Cunningham, Instruction Coordinator, Library, Saddleback College; Pam Baker, Coordinator, Library Instruction; and Sarah Dahlen, Reference and Instruction Librarian, CSU Monterey Bay

This SIG gathering, sponsored by the California Academic and Research Libraries (CARL), will present different paths to effective planning and assessment for continuous improvement in the competency of information literacy. We can't promise that all paths lead to the emerald city, but we hope the session will demystify information literacy lingo and allow those with a commitment to information literacy – faculty and administrators as well as librarians and other campus educators – to explore which path might fit best with their institution's expectations, initiatives, and culture. Speakers will discuss scenarios for information literacy outcomes as part of general education, library program review, academic program review, learning communities, and other programs. A special focus will be the level of proficiency that an institution expects its students to achieve by graduation and how to document it. We look forward to a lively conversation.

Email: lkong@csusb.edu

SIG-4 FACULTY DEVELOPMENT AS A NECESSARY ASPECT OF TRANSFORMATION

Emerald Bay III

Convener: Victoria Bhavsar, Program Coordinator, Faculty Center for Professional Development, California Polytechnic University, Pomona

This SIG will address the opportunities POD offers for faculty development. As higher education changes, faculty are taking on new responsibilities and filling new roles. Yet many faculty have been trained primarily as experts in their disciplines – not as managers, leaders, or even as teachers. In a time of ever-more-limited resources, the academy must support its most important human resource, its faculty. As the major US organization for faculty development, the POD (Professional & Organizational Development) Network supports lifelong, holistic, personal, and professional learning for the higher education community. Administrators, faculty, and other campus educators are invited to join this discussion of what POD offers and how your campus can benefit.

Email: vbhavsar@csupomona.edu

SIG-5 INTERNATIONAL QUALITY ASSURANCE: PRIORITIES FOR WASC

Newport Beach II

Conveners: William Plater, WASC Senior Consultant for International Affairs; Richard Winn, Vice President, Accrediting Commission for Senior Colleges and Universities, WASC

In November 2011, the WASC Senior Commission made a policy decision to begin accepting applications for accreditation from a limited number of institutions located in other countries. Four other US regional accrediting commissions have active programs of international accreditation, and WASC currently accredits three international universities in addition to those located in US Pacific Territories. The Commission acted in recognition of the increasing globalization of higher education, the already high level of international interest and activity of WASC institutions, and the opportunity to learn from other nations. Institutional representatives are invited to attend this discussion and share their thoughts regarding international quality assurance and its implications for WASC institutions.

Email: wplater@wascsenior.org

2:00 PM – 4:00 PM

SIG-6 GRADUATE RELIGIOUS INSTITUTIONS: ADAPTING TO COMPETENCE-BASED ASSESSMENT

Laguna Beach III

Convener: Mignon R. Jacobs, Associate Professor and Accreditation Liaison Officer, Fuller Theological Seminary

As educational institutions, graduate religious institutions face the same requirements to demonstrate educational effectiveness and degree-appropriate learning as undergraduate institutions. In light of the current discourse about competence-based assessment, institutions also need to ask how well their assessment practices align with institutional mission and discipline-specific program learning outcomes. This session provides an opportunity for graduate religious institutions (or those who offer graduate degrees) to discuss learning outcomes for advanced degrees and the implications of assessing educational effectiveness in ways appropriate to the degree and institutional mission.

Email: Jacobs@fuller.edu

ARC OPENING PLENARY AND RECEPTION

4:30 PM – 6:00 PM

WHY COLLEGE MATTERS MORE THAN EVER AND WHY IT MUST CHANGE – A REPORTER'S NOTEBOOK

Catalina Ballroom

Welcome: Ralph A. Wolff, President, Accrediting Commission for Senior Colleges and Universities, WASC.

Introduction: James Donahue, President, Graduate Theological Union, and Vice Chair, Accrediting Commission for Senior Colleges and Universities, WASC.

Speaker: Claudio Sanchez, Education Correspondent, National Public Radio

The conviction that US higher education is "the best in the world" has eroded for much of the American public, if not for educators themselves. Bridging that disconnect poses a challenge for the higher education community. It will require attention to cost, quality, the flaws in current practice, and the ways in which institutions communicate with the public. As education correspondent for National Public Radio - and the parent of college-age children - Claudio Sanchez is uniquely qualified to review the changing social and economic context in which higher education functions and to suggest some of the potentially painful but necessary changes that may lie ahead.

Backchan.nl Moderator: Melissa Ganus, Lecturer, Seattle Community Colleges

NOTE: Seating is limited in the Catalina Ballroom. Plenary overflow seating with live feed will be located in the Fountain Terrace room.

6:00 PM – 7:30 PM

ARC OPENING RECEPTION

Learning Commons Lounge (Pacific Ballroom)

Generously Sponsored by

TaskStream
Advancing Educational Excellence

Join your colleagues, opening keynoter Claudio Sanchez, sponsors, and WASC staff at this reception welcoming you to the 2012 WASC Academic Resource Conference. (Hors d'oeuvres will be served; cash bar.)

THURSDAY, APRIL 19, 2012

REGISTRATION

7:00 AM - 5:45 PM

Banquet 2 Level/Pre-function space

LEARNING COMMONS LOUNGE

7:00 AM - 7:30 PM

Pacific Ballroom

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EXHIBITS

7:00 AM - 7:00 PM

Learning Commons Lounge (Pacific Ballroom)

BREAKFAST

7:00 AM - 8:30 AM

Learning Commons Lounge (Pacific Ballroom)

Generously sponsored by TaskStream
Advancing Educational Excellence

Enjoy breakfast 7:00 - 8:30 a.m. **Plenary begins at 8:00 a.m.**

PLENARY

8:00 AM - 9:00 AM

UOPEOPLE: SCALING DOWN COSTS WHILE OPENING ACCESS TO HIGHER EDUCATION

Catalina Ballroom

Click here to see presentation and other materials

Introduction: Ralph Wolff, President, Accrediting Commission for Senior Colleges and Universities, WASC

Speaker: Shai Reshef, Founder and President, University of the People

University of the People (UoPeople) - a non-profit, tuition-free, online academic institution - aims to build a model capable of opening access to higher education for those currently constrained by financial, geographic, or societal factors. By amalgamating open source technology, open educational resources, peer-to-peer learning, and the good will of qualified volunteers, UoPeople is able to provide the opportunity for higher education to deprived individuals. In addition, UoPeople's model is capable of impacting higher education globally as parts of this model are adapted or replicated within universities and governments, thus scaling down the overall cost of higher education.

Backchan.nl Moderator: Melissa Ganus, Lecturer, Seattle Community Colleges

NOTE: Seating is limited in the Catalina Ballroom. Plenary overflow seating with live feed will be located in the Fountain Terrace room.

CONCURRENT SESSIONS

9:15 AM - 10:15 AM

CS-1 TOPIC: CURRICULUM MAPPING

Newport Beach II

Moderator: Mindy Sloan, Director, Planning and Institutional Effectiveness, Bridgepoint Education, Inc.

C-MAP: HOW CURRICULUM MAPPING VISUALIZATION IS TRANSFORMING ASSESSMENT AT SAMUEL MERRITT UNIVERSITY

(Track 1; key words: curriculum mapping, data visualization, innovation, assessment, evidence of student learning)

Presenters: Valerie Landau, Director, Assessment; Penny Bamford, Assistant Academic Vice President; and Marcus Banks, Director of the Library, Samuel Merritt University

The CMI Tool began as a pilot project to experiment with an innovative approach to creating a variety of visual maps. The maps show the relationships and integration of the curricular goals and objectives at the institutional, program, and course levels; they also link these to evidence of student learning, demonstrating fulfillment of the stated goals.

THE CAL STATE FULLERTON EPSILEN PILOT PROJECT: AN INNOVATIVE AND COLLABORATIVE APPROACH TO ASSESSMENT.

(Track 1; key words: student engagement, community engagement, Epsilen, interdisciplinary)

Presenter: Sara Johnson, Associate Professor, California State University, Fullerton

Click to see presentation handouts

Our goals are to: 1) balance diversity and standardization in such a way that assessment program research design reflects the discipline in which the student and faculty are engaged while benefiting from interdisciplinary perspectives and expertise; 2) incorporate community partners into the assessment process; and 3) disseminate our findings. Employing the web-based Epsilen Learning Matrix, we have utilized a curriculum map for collection and assessment of student artifacts that allows us to achieve these goals.

CS-2 SLOS 101: A GUIDE TO WRITING MEANINGFUL AND MEASURABLE STUDENT LEARNING OUTCOMES

Click here to see presentation handouts

(Track 1; key words: student learning outcomes, assessment)

Laguna Beach III

Presenter: Laura Massa, Director, Assessment, Loyola Marymount University

Whether you're revising current student learning outcomes or writing them for the first time, this 3-step approach will help you develop meaningful, measurable outcomes. Included are tips for writing and benefits of well-written learning outcomes. Participants will be able to try out the technique by writing their own learning outcome.

CS-3 DEVELOPING SKILLS FOR THE 21ST CENTURY: ASSESSING AND IMPROVING CRITICAL THINKING

Click here to see presentation handouts

(Track 1; key words: assessing and improving critical thinking)

Bristol III

Presenters: Barry Stein, Professor and Co-Director; and Ada Haynes, Professor and Co-Director, Center for Assessment & Improvement of Learning, Tennessee Tech University; Susan Hippensteele, Associate Professor and Strategic Planning Coordinator, University of Hawai'i, Mānoa; David Hawkins, Dean, California Northstate College of Pharmacy

This session will examine an innovative tool for assessing critical thinking skills (CAT), funded by the National Science Foundation; show how the CAT is being used at the University of Hawai'i and at California Northstate College of Pharmacy; and discuss findings from both institutions.

CS-4 TOPIC: ACADEMIC AND ADMINISTRATIVE PROGRAM REVIEW

Emerald Bay III

Moderator: Ellen Junn, Provost, San José State University,

INTEGRATING ACADEMIC PROGRAM REVIEW WITH PLANNING AND BUDGETING

(Track 4; key words: program review, integrated planning)

Presenter: Margaret Kasimatis, Vice President, Academic Planning and Effectiveness, Loyola Marymount University

This session presents a new model of academic program review at LMU that is more focused on outcomes and is more evidence-based, including evidence of student learning. We describe our process, explain how it facilitates the integration of program review with planning and budgeting, and provide practical examples and tips.

ADMINISTRATIVE PROGRAM REVIEW: ASSURING EFFICIENCY AND EFFECTIVENESS

Click here to see presentation handouts

(Track 3; key words: program review, assessment, evaluation, administrative)

Presenters: Judith Greig, President; and Michael Schmitz, Professor, Notre Dame de Namur University

Notre Dame de Namur University (NDNU) has developed a program review process for administrative units, despite the great differences in types and functions of units. NDNU will share processes, outcomes, and lessons learned with other institutions working to refine evaluation processes on the administrative side.

CS-5 PROGRAM REVIEW: A ROBUST TOOL FOR PLANNING, ACCOUNTABILITY AND MEETING THE MISSION

(Tracks 2, 3, 4; key words: program review, planning, institutional effectiveness, resource reallocation, accountability)

Emerald Bay I

Click here to see presentation handouts

Presenters: Joseph Hoey, Vice President,Institutional Effectiveness and Accreditation, Bridgepoint Education; and Linda Buckley, Associate Vice President, Academic Planning and Development, San Francisco State University

This presentation will outline ways in which program review is being used to address thorny questions of institutional performance, resource allocation, direction and accountability. Participants will emerge with specific examples of program review use in a variety of situations and a framework for applying program review to relevant institutional decisions.

CS-6 TOPIC: ASSESSMENT FOR IMPROVEMENT

Emerald Bay II

Moderator: Lisa Bortman, Assistant Provost, Pepperdine University

FROM "DOING ASSESSMENT" TO "IMPROVING PROGRAM QUALITY"

(Track 1; key words: program assessment, improving program quality)

Click here to see presentation handouts

Presenter: Bonnie Paller, Director, Office of Academic Assessment and Program Review, California State University, Northridge

The primary purpose of program assessment is the improvement of program quality. Yet all too often the best assessment practices result in the collection of evidence but the evidence is not used subsequently for program improvement. CSUN program assessment liaisons have identified obstacles as well as ways in which they can be overcome.

ASSESSING THE ASSESSMENT: SHIFTING PARADIGMS FROM ACCOUNTABILITY TO IMPROVEMENT OF STUDENT LEARNING

(Track 1; key words: assessing the assessment; accountability; improving student learning; peer review)

click here to see presentation handouts

Presenters: Carole Huston, Associate Dean; and Patricia Kowalski, Professor, University of San Diego

Discover how a team effort in providing feedback to programs on their annual assessment reports has helped faculty become aware of student learning as a researchable process. In this session you will learn how the process of "assessing the assessments" helped to identify characteristics of successful program assessment strategies.

CS-7 TOPIC: USING STUDENT DATA

Huntington Beach I

Moderator: Gary Railsback, Dean, School of Education, Point Loma Nazarene University

SIMPLY INTERACTIVE REPORTS

(Track 4; key words: data warehouse, program review, tool)

Presenters: Lily Pang, Director, Institutional Research; and Dianne Asis, Lead Application Developer, Pepperdine University

Interactive data warehousing empowers users to generate their own trend reports on information such as enrollment and performance data. Join us for a demonstration of the online analytical processing (OLAP) cube in use at Pepperdine University.

STUDENT FLOW FROM INITIAL MAJOR TO FINAL DEGREE — HOW TO TRACK GRADUATION RATES FOR INDIVIDUAL PROGRAMS

(Track 1; key words: graduation rate, changing majors and student inflow and outflow)

Click here to see presentation handouts

Presenter: Jing Wang, Director, Institutional Research, Sacramento State University

Tracking student inflow and outflow among majors is crucial when calculating the graduation rates of individual programs. At Sac State, we create student flow charts for each program on a yearly basis. Moreover, we analyze student flow trends among majors, identify the majors with high withdrew rates and high outflow of students, and explore the criteria for pre-screening students for those majors. Come see how it's done.

CS-8 RIPTIDE: THE NEW NORMAL IN HIGHER EDUCATION

(Tracks 3, 4; key words: riptide forces, new tools, touching the 3rd rail)

Laguna Beach I

Click here for presentation handouts

Presenters: Dan Angel, President; and Terry Connelly, Dean Emeritus, Golden Gate University.

The session will explore the business of higher education, how megaforces are turning that world inside out, and how new tools and structural changes will be needed if institutions are to prosper. A specific plan of action will be included.

CS-9 TOPIC: WASC CHALLENGES: STRATEGIC PLANNING, TRANSPARENCY

Balboa Bay I

Moderator: Charles Powell, President, National University System

ENSURING CONVERGENCE IN A BOTTOM-UP APPROACH TO STRATEGIC PLANNING

Click here to see presentation handouts

(Track 4; key words: strategic planning, convergence, alignment)

Presenters: Shanthi Srinivas, Associate Vice President, Academic Planning, Policy and Faculty Affairs; and Peter Kilduff, Chair, Apparel Merchandising and Management Department, California Polytechnic University, Pomona

Strategic planning typically involves a top-down approach with the leader setting the vision and the strategic direction for the enterprise. At Cal Poly Pomona we used a committee-based bottom-up approach to planning with academic affairs playing a central role. Lessons learned include balancing inclusiveness with simplicity and managing convergence issues.

CREATING TRANSPARENCY ON THE UNIVERSITY WEBSITE

(Tracks 1, 4; key words: transparency, public accountability, website designs)

Presenters: Karen Graham, Vice Chancellor and ALO; Daniele Struppa, Chancellor; Joe Slowensky, Director, Assessment; and Marisol Arredondo Samson, Director, Institutional Research, Chapman University

In anticipation of greater transparency expectations, Chapman University has committed to becoming fully transparent. This session will focus on Chapman University's journey, in particular the processes of determining what should be made public to external audiences and how it should be made public. The session will showcase the new websites on student learning and institutional data which were intended to be used internally but also enjoyed by the public.

9:15 AM - 10:15 AM

REDESIGNING WASC

EXPLORING THE MEANING AND RIGOR OF DEGREES

Fountain Terrace

Click here to see presentation handouts

Presenter: Jill Ferguson, Director, Organizational Change, Accrediting Commission for Senior Colleges and Universities, WASC

One of the WASC requirements for the revised institutional review process is institutional narrative on the meaning and rigor of all degrees offered. This session will explore what WASC means by that, discuss ways institutions can frame this narrative (including using the six categories of the Degree Qualifications Profile), and provide opportunity to brainstorm possible ways to tackle this topic for faculty engagement.

9:15 AM - 10:15 AM

SPONSOR DEMONSTRATION: NUVENTIVE

9:15 AM - 10:15 AM

MAKE PLANNING & OUTCOMES ASSESSMENT PART OF YOUR DAILY WORKING ENVIRONMENT WITH TRACDAT AND SHAREPOINT

Balboa Bay II click here to see presentation handouts

Presenters: Dr. Frank Lee, Associate Professor, Computer Science; and Ms. Gena Rojas, Faculty Extension Agent, University of Guam; Scott Johnson, Vice President, Nuventive

Facing economic challenges, rising expectations, and increased accountability to educate a workforce for the 21st century, institutions are turning to institutional effectiveness initiatives that align academic and administrative programs with the core mission and published vision of the institution. Fostering a culture of assessment and planning remains a challenge as faculty and administration adapt to outcomes-based assessment and an increased focus on student success

This session will provide an overview of Nuventive's TracDat outcomes assessment and planning application and how it has been used at the University of Guam to prepare for WASC accreditation. The session will demonstrate how TracDat has been used to collect strategic planning information in a central location, and to demonstrate links between institutional level goals, college/division level goals, and departmental level goals. TracDat has also allowed the University's academic departments to perform curriculum mapping and to track the assessment of student learning outcomes across all courses.

Target Audience: Provosts, Deans, Academic Affairs, Institutional Research, Institutional Effectiveness, Assessment and Accreditation Coordinators, Department Chairs, Faculty

SNACK BREAK

10:15 AM - 10:45 AM

LEARNING COMMONS LOUNGE

Pacific Ballroom

FEATURED SPEAKERS

10:45 AM - 11:45 AM

LEARNING 2025: A WHOLE NEW WORLD

(Tracks 1, 2, 5; key words: experiential, future, learner-centered)

Catalina Ballroom I

Introduction: Margaret Kasimatis, Vice President, Academic Planning and Effectiveness, Loyola Marymount University, and WASC Commissioner

Presenters: Erika Gregory, President; and Clark Kellogg, Principal, Collective Invention

Learning 2025 is an experiential work session designed to generate fresh thinking about what 21st-century higher education should look like. Participants will receive the dossier of a fictional (but research-based) persona, including demographic details, information about his or her personal learning style, and a first-person account of aspirations and dilemmas. Participants will spend part of the session working in character and exploring key differences between personas. We will ask what kinds of support these learners need most. We will then explore educational and geopolitical scenarios based on critical uncertainties related to US higher education. Applying what we have learned in the earlier persona exercise, we will analyze the scenarios and weigh implications for WASC institutions.

PRIOR LEARNING ASSESSMENT: A SERVICE FOR LEARNERS AND A RETENTION TOOL FOR INSTITUTIONS

(Track 1; key words: adult assessment, prior learning)

Pacific Ballroom IV

Introduction: Harold Hewitt, Chief Executive Officer, Chapman University, and WASC Commissioner

Presenter: Cathy Brigham, Director, Academic Programs, Council for Adult and Experiential Learning (CAEL)

Research demonstrates a correlation between use of prior learning assessment (PLA) and improved retention and graduation rates. In spite of this, many institutions struggle to find the resources to support the PLA programs they envision. Through LearningCounts.org, an initiative of the Council for Adult and Experiential Learning (CAEL), campuses now have turnkey access to expansive PLA offerings. This session, which will include student experiences with LearningCounts.org, will help you understand how this PLA service can help you attract, retrain, and graduate adult learners.

HIGHER EDUCATION AFTER THE GREAT DISRUPTION

(Tracks 1, 2, 3; key words: globalization, collaboration, technology, learners, productivity)

Catalina Ballroom II

Introduction: William Plater, Senior Consultant for International Affairs, Accrediting Commission for Senior Colleges and Universities, WASC

Felice Nudelman

Denise DeZolt

Sharon Linzey

Evan Nisonson

Presenters: Felice Nudelman, Executive Director for Education, New York Times; Denise DeZolt, Chief Academic Officer, Laureate Higher Education; Sharon Linzey, Advisor to the Ministry of Higher Education, Kurdistan, Iraq; and Evan Nisonson, Chief Executive Officer, Epsilen

As current systems break down, the possibilities inherent in globalization and technology are beginning to show promise - on a global scale. This panel explores disruptions occurring in K-20 "systems" of education around the world as institutions shift their focus from teaching, faculty self-interest, and competitive advantage to learning certified through outcomes, lifelong learning, and productivity based on collaboration. We offer perspectives on how putting learners at the center changes everything; how the post-course era is changing our concept of "curriculum"; and how organizational structures are evolving to increase both quality and productivity. Following brief, provocative future scenarios, we will engage the audience in a give-and-take interaction. The main take-away: a more concrete sense of ways we can build the future we want – over the third horizon.

LUNCH

11:45 AM - 1:45 PM

You have several luncheon options:

- Sponsored lunches
- Special interest group conversations
- Lunch and networking on your own

Lunches are available for purchase at the hotel concession located in the Learning Commons Lounge.

COMPLIMENTARY LIVETEXT LUNCHEON *(by invitation only)*

Fountain Terrace

Host: Katie Kalmus, Senior Consultant, LiveText

Visit the LiveText exhibit to confirm or reserve your spot for our luncheon and live demonstration.

COMPLIMENTARY DIGITAL MEASURES LUNCHEON *(by invitation only)*

Bristol III

Host: Dana Clark, Senior Account Executive, Digital Measures

Visit the Digital Measures exhibit to confirm or reserve your spot for our luncheon and live demonstration.

SPECIAL INTEREST GROUP LUNCHES

Check out the selection of topics and decide where you want to go. Then grab lunch at the hotel concession in the Learning Commons Lounge (Pacific Ballroom) or at one of the eateries near the hotel and join the group of your choice at 12:15 pm for informal conversation and sharing ideas. This is a great opportunity to follow up with WASC staff, workshop presenters, and others who have generously offered to host a lunchtime discussion.

SL-1 INFORMAL CONVERSATION ABOUT SUBSTANTIVE CHANGE

Laguna Beach I

Host: Sharyl McGrew, Substantive Change Manager, Accrediting Commission for Senior Colleges and Universities, WASC

SL-2 INFORMATION SESSION ON WASC HANDBOOK REVISION

Emerald Bay II

Host: Jill Ferguson, Director, Organizational Change, Accrediting Commission for Senior Colleges and Universities, WASC

SL-3 INFORMATION SESSION ON THE ASSESSMENT LEADERSHIP ACADEMY

Laguna Beach II

Hosts: Gabriela Sonntag, Director, Armacost Library, University of Redlands; Kay Llovio, Professor, Family and Children's Ministry and Accreditation Liaison Office, William Jessup University; and Chris Cullander, Director, Institutional Research, University of California, San Francisco

SL-4 AFTER THE DISRUPTION: A CONVERSATION ON INTERNATIONAL EDUCATION

Emerald Bay III

Hosts: William Plater, Senior Consultant for International Affairs, Accrediting Commission for Senior Colleges and Universities, WASC; Felice Nudelman, Executive Director, Education, New York Times; Denise DeZolt, Chief Academic Officer, Laureate Higher Education; and Sharon Linzey, Advisor to the Ministry of Higher Education, Kurdistan, Iraq; and Evan Nisonson, CEO, Epsilen

SL-5 ASSESSMENT MANAGEMENT SYSTEMS
Balboa Bay II

Hosts: Laurie Dodge, Associate Vice Chancellor, Institutional Assessment and Planning, Brandman University; and Laura Martin, Faculty Development and Assessment Coordinator, Center for Research on Teaching Excellence, University of California, Merced

SL-6 DEFINING THE CREDIT HOUR
Emerald Bay I

Hosts: Ken O'Donnell, Associate Dean, Academic Program Planning, Office of the Chancellor of the California State University; Jeremy Korr, Interim Dean, Arts andSciences, Brandman University; and Bonnie Paller, Director, Office of Academic Assessment and Program Review, California State University, Northridge

SL-7 CONSORTIUM OF CATHOLIC INSTITUTIONS FOR ASSESSMENT (CCIA)
Balboa Bay I

Host: Laura Massa, Director,Assessment, Loyola Marymount University

SL-8 ART, ACADEMICS, AND ESTABLISHING STANDARDS FOR GLOBAL CITIZENSHIP
Laguna Beach III

Hosts: Richard Shelton, Director, Integrated Learning; and Katie Philips, Chair, Foundation Program, Otis College of Art and Design

11:45 AM - 1:45 PM

CONCURRENT SESSIONS

CS-10 TOPIC: CAPSTONES AND OTHER ALTERNATIVES TO TRADITIONAL TESTING
Emerald Bay III

Moderator: Marilyn Eggers, Director, Office of Educational Effectiveness, Loma Linda University

EMERGING PATHWAYS FOR EVALUATING STUDENT LEARNING: THE UCLA CAPSTONE INITIATIVE
(Tracks 1, 2, 4; key words: capstones, learning outcomes, assessment)

Presenter: Jennifer Lindholm, Special Assistant to the Vice Provost for Undergraduate Education, University of California, Los Angeles click here to see presentation handouts

This presentation highlights UCLA's efforts to engage undergraduates in capstone experiences and to incorporate new approaches to assessing student learning. Efforts to foster a student-focused, outcomes-based, and process-oriented climate for learning and teaching will be highlighted, and potential applications for other institutions will be considered.

ARE COMPREHENSIVE EXAMINATIONS AN OBSOLETE ASSESSMENT TOOL?
(Track 1; key words: assessment, learning outcomes, comprehensive examinations, program learning outcomes)

Presenters: Kathleen Ringenbach, Associate Professor, Psychology; A. L. Hough-Everage, Associate Professor, Education; William Hale, Associate Professor, Education; and Michael McGuire, Associate Dean, Arts and Sciences, Brandman University click here to see presentation handouts

Comprehensive examinations have been a traditional way of assessing the broad range of knowledge gained by students throughout their coursework. However, as the 21st century raises new demands for acquisition and application of knowledge, assessment of program learning outcomes must adapt. This presentation will discuss comprehensive exams before turning to two alternatives: portfolios and case studies, weighing the strengths and weaknesses of each in measuring not only content but application of knowledge.

2:00 PM - 3:20 PM

CS-11 TOPIC: THE CREDIT HOUR

Laguna Beach I

Moderator: Michelle Saint-Germain, Professor, California State University, Long Beach

THE HOUR OF THE CREDIT HOUR: ASSIGNING TIME TO RIGOR

(Tracks 2, 3; key words: credit hour, academic quality, rigor)

Presenters: Mindy Sloan, Director, Planning and Institutional Effectiveness, Bridgepoint Education, Inc.; Donna Marvel, Instructional Designer; Stephen Halfaker, Faculty; and Andrew Shean, Executive Dean, Ashford University

This presentation describes the processes used to calculate credit hours for courses in the College of Education, Ashford University. Ashford's online courses are the result of a collaborative, evidence-based, and systematic approach to development. Standardized practices and expectations for rigor extend well beyond what may have historically been provided in a traditional setting. An example of a credit hour template and its application to specific courses will be demonstrated. Participants will discuss and share ideas regarding approaches to complying with program integrity rules and credit hour policy.

RETHINKING SEAT TIME: MANAGING THE CHANGE TO A STUDENT OUTCOMES-DRIVEN CURRICULUM

(Tracks 1, 2, 4; key words: student learning outcomes versus seat time)

Presenters: Therese Eyermann, Chief of Staff; Marie Francois, Professor, History; Jill Leafstedt, Associate Professor, Education; and Blake Gillespie, Associate Professor, Biochemistry, California State University, Channel Islands

The definition of a credit hour is a budget parameter, not a pedagogical framework. Yet many institutions struggle to align this measurement with student learning outcomes. California State University, Channel Islands, is uncoupling GE credit from discrete 3-credit-hour courses as one way to integrate these two concepts. Recent changes in federal law, accreditation oversight, and the Lumina Degree Qualifications Profile invite public and private institutions to address this issue. The model and strategies for implementation at other campuses will be addressed.

CS-12 LEADING INDICATORS IN ACTION: EARLY PERFORMANCE METRICS TO ENHANCE STUDENT SUCCESS

(Track 5; key words: indicators, milestones, metrics)

Newport Beach II Click here to see presentation handouts

Presenters: Joanne Itano, Director, Academic Affairs; and David J. Mongold, Senior Analyst, University of Hawai'i System; John Stanley, Institutional Analyst, University of Hawai'i, Mānoa; and Brendan J. Hennessey, Institutional Analyst, University of Hawai'i, Hilo

The University of Hawai'i participates in the Education Trust's Leading Indicator project. Leading indicators are data on a set of factors that provide early signals of student progress and offer a viable alternative to conventional measures, such as retention and graduation rates, for identifying apprpriate areas and timing of intervention efforts. In this session we will describe the work underway at UH campuses and share some surprising and counterintuitive findings.

CS-13 ASSESSING EFFECTIVENESS IN STUDENT AFFAIRS: STRATEGIES FROM THREE GRADUATE-ONLY INSTITUTIONS

Click here to see presentation handouts

(Tracks 1, 2; key words: assessment, student affairs, student services, graduate program, professional program, learning outcomes)

Laguna Beach II

Presenters: Juan Ramirez, Director, Institutional Research and Effectiveness, Western University of Health Sciences; Meiling Tang, Director, Institutional Research and Assessment, Touro University-California; and Jeanette Baez, Institutional Researcher, Claremont Graduate University

Graduate programs and student affairs are often overlooked in assessment activities. These services have the potential

to impact not only student learning but also students' satisfaction and retention in their graduate programs. In this presentation, assessment leaders from three graduate-only institutions share their strategies for engaging the campus to assess the effectiveness of student affairs.

CS-14 HOW TO GET THE MOST VALUE FROM INSTITUTIONAL RESEARCH

(Track 3; key words: institutional research, institutional capacity, evidence-based decision making)

Laguna Beach III

Presenters: Christina Leimer, Associate Vice President, Institutional Effectiveness, California State University, Fresno; John Hofmann, Director, Institutional Research and Assessment, Institute of Transpersonal Psychology; J. Joseph Hoey, Vice President, Institutional Effectiveness and Accreditation; and Kristina M. Cragg, Associate Vice President, Institutional Research, Bridgepoint Education

With shrinking budgets and increasing demands for evidence-based decision making and improvement, making the most of existing IR resources is critical. Drawing on decades of experience, research, and writing about a new direction for IR and institutional effectiveness, this panel offers recommendations for maximizing the efficiency and effectiveness of IR personnel.

CS-15 TOPIC: QUALITY ASSURANCE, ASSESSMENT, AND STUDENT ENGAGEMENT THROUGH TECHNOLOGY

Balboa Bay I

Moderator: Eric Tao, Professor and Chair, California State University, Monterey Bay

ONLINE LEARNING READINESS: ASSESSMENT RESEARCH AND AN INSTITUTIONAL RESPONSE

Click here to see presentation handouts

(Tracks 1, 2; key words: online learning, assessment, student readiness, university learning objectives)

Presenters: JoAnn Carter-Wells, Professor; Lynda Randall, Director, ELearning Consortium, and Coordinator, Academic Technology Faculty; and Dennis Robinson, Director, Distance Education/IT, California State University, Fullerton

The readiness of students for success in online learning environments is an emerging higher education challenge. Quantitative and qualitative research with a robust assessment tool resulted in program- and university-level adaptations/projects. Particular challenges include student awareness of expectations of the online environment, faculty adaptation, and institutional responsibility for assessment.

FROM CREATION TO CLOSING THE LOOP: ENSURING QUALITY THROUGH A SCALABLE ONLINE COURSE DEVELOPMENT/ASSESSMENT MODEL

(Track 2; key words: online, quality, scalable, instruction, templates) Click here to see presentation handouts

Presenters: Deborah Riemer, Vice President, Assessment and Academic Quality; and Rebecca Wardlow, Provost, Ashford University

Maintaining quality in large-scale online course development is a challenge confronting many institutions today. Ashford University will share its online course development methodology, which integrates best practices in instructional design and learning outcomes assessment through carefully developed workflows, templates, tools and quality assurance processes.

INTEGRATING TECHNOLOGY AND ACTIVE LEARNING TO PREPARE STUDENTS FOR THE KNOWLEDGE ECONOMY

Click here to see presentation handouts

(Track 1; key words: course innovation, technology, active learning, experiential learning)

Presenters: Patricia Skalnik, Associate Professor, Marketing; J. Robert Skalnik, Associate Professor; and Danielle Trubac, Undergraduate Student, Azusa Pacific University

Combining web-based technologies with active learning techniques can transform traditional "stand and deliver" courses into robust, interactive learning forums. The presentation will explore ways in which technology has been effectively integrated in various disciplines. Advice will be offered to assist educators in keeping up to date on application of advanced learning technologies.

CS-16 IMPLEMENTING INTERGROUP DIALOGUES ON YOUR CAMPUS

(Track 2; key words: intergroup dialogues, social identities, implementation, diversity learning)

Newport Beach I Click here to see presentation handouts

Presenters: W. David Conn, Associate Vice President, Institutional Review, California Polytechnic University, San Luis Obispo; Tiffani Garnett, Director, Intergroup Relations Programs, University of California, Los Angeles; Joe Virata, Interim Director, Diversity Initiatives, University of California, Riverside

Intergroup Dialogues (IGD) are effective in helping students to explore social identities and gain intergroup understanding, increasing positive intergroup relationships, and promoting intergroup collaboration. However, implementation of dialogues in a sustainable manner can be a challenge. Learn from other institutions' experience and develop a strategy for your campus.

CS-17 TOPIC: DEALING WITH MULTIPLE ACCREDITORS

Emerald Bay II

Moderator: Joy Asamen, Professor, Graduate School of Education and Psychology, Pepperdine University

SERVING A THREE HEADED DRAGON (OR MONSTER): THREE PATHWAYS TO ACCREDITATION IN PREPARING AN INSTITUTION FOR WASC, CTC AND NCATE ACCREDITATION

Click here to see presentation handouts

(Tracks 3, 4; key words: assessment data collection, electronic portfolios, change process)

Presenters: Gary Railsback, Dean, School of Education; Jill Hamilton-Bunch, Associate Dean, Teacher Education and Bakersfield Regional Center; Andrea Liston, Associate Dean, Assessment, Accreditation and Mission Valley Regional Center; Laura Amstead, Director, Arcadia Regional Center; Conni Campbell, Associate Dean, Undergraduate Programs, and Teacher Performance Assessment; and Carol Leighty, Associate Dean, Educational Leadership, Point Loma Nazarene University

The task at hand was daunting: the last state agency site visit was 10 years ago, more than half the faculty were new to higher education, and new leadership sought national accreditation (NCATE). The leadership team developed a strategy and timeline, and adopted assessment tools (TaskStream) to develop a unit and program assessment system across four regional centers.

PROGRAM REVIEW WITH MULTIPLE PROFESSIONAL ACCREDITATION AGENCIES AND WASC: RIGOR, COMPASSION, AND SUSTAINABILITY

(Track 5; key words: professional accreditation; program review) click here to see presentation handouts

Presenters: Marilyn Eggers, Director, Office of Educational Effectiveness; and Christine Neish, Assessment Specialist, School of Nursing, Loma Linda University

Loma Linda University's program review process was challenged because 69 of its 107 programs were accredited by 23 professional accrediting agencies. A study was conducted that led to a five-step process model and important lessons learned about how to combine rigor, compassion, and sustainability in program review.

REGIONAL AND NATIONAL ACCREDITATION: HOW THE PAST WILL INFORM THE FUTURE OF ASSESSMENT AND HIGHER EDUCATION

(Tracks 4, 5; key words: accreditation, assessment, regulation.)

Click here to see presentation handouts

Presenter: Charles Powell, President, National University System

The increasing scrutiny of the public and regulators signals important shifts in higher education. The history of national and regional accreditation highlights important differences in assessment standards, the ongoing issues of compliance and regulation, and the future of assessment and accreditation.

CS-18 USING THE DEGREE QUALIFICATIONS PROFILE FOR INSTITUTIONS AND PROGRAMS

2:00 PM - 3:20 PM

(Track 4; key words: Degree Qualifications Profile, LEAP outcomes, VALUE rubrics, interdisciplinary learning)

Huntington Beach I Click here to see presentation handouts

Presenters: Laurie Dodge, Associate Vice Chancellor, Institutional Assessment and Planning, Brandman University; Ken O'Donnell, Associate Dean, Academic Programs and Policy, California State University Office of the Chancellor; Joseph M. Slowensky, Professor, Film Production and Screenwriting and Director, Assessment and Strategic Curricular Initiatives, Chapman University; Jeremy L. Korr, Interim Dean, Arts and Sciences, Brandman University

Three case studies will be presented demonstrating innovative approaches to using the DQP at the California State University, Brandman University, and Chapman University. We will explore articulation of liberal learning outcomes for transfer, integration, and assessment of competencies across all baccalaureate degrees, and adoption of interdisciplinary learning to the program and general education experience.

REDESIGNING WASC

NARRATIVE AND NUMBERS: UNDERSTANDING UNDERGRADUATE RETENTION/GRADUATION REPORTING

2:00 PM - 3:20 PM

Emerald Bay I Click here to see presentation handouts

Presenters: Cel Johnson, Executive Director, Institutional Research and Planning, University of San Diego; Sam Agronow, Director, Institutional Research, Saint Mary's College of California; Chris Cullander, Director, Institutional Research, University of California, San Francisco; Teri Cannon, Executive Vice President; and Jill Ferguson, Director, Organizational Change, Accrediting Commission for Senior Colleges and Universities, WASC

This session delves into the new instructions, glossary, narrative questions, and numbers templates for reporting undergraduate retention/graduation information to WASC. We will describe the documents' creation, their beta testing, and what WASC expects. The creation of the R/G committee, what WASC will do with the information, and how this information fits into the Institutional Review Process will also be discussed. This session presents both the institutional perspective and the WASC perspective.

SPONSOR DEMONSTRATION: PROCTORU

USING ONLINE PROCTORING TO ENSURE ACADEMIC INTEGRITY

2:00 PM - 3:20 PM

Balboa Bay II

Presenter: Don Kassner, President, ProctorU

What are you doing to prevent test-takers from cheating online? In online education, faculty members and administrators at institutions of higher learning find themselves pondering this and many other questions. This session by an industry leader and pioneer at ProctorU will discuss online proctoring and share tips and strategies to help forward-thinking educators advance policies designed to reduce incidents of dishonesty online.

Target Audience: Directors, Coordinators, Department Chairs, and Faculty of Distance Education & Online Learning

SNACK BREAK

3:20 PM - 3:45 PM

LEARNING COMMONS LOUNGE

Pacific Ballroom

CONCURRENT SESSIONS

3:45 PM - 4:45 PM

CS-19 TOPIC: CONNECTING THE CURRICULUM AND CO-CURRICULUM FOR STUDENT SUCCESS

Laguna Beach III

Moderator: Ken Waters, Chair, Communication Division, Pepperdine University

RETENTION AND STUDENT LEARNING: COLLABORATION BETWEEN CURRICULAR AND CO-CURRICULAR PROGRAMS TO FACILITATE STUDENT SUCCESS.

click here for presentation handouts

(Tracks 1, 2; key words: curricular, co-curricular, collaboration, retention, student success)

Presenters: Ludmila Praslova, Director, Educational Effectiveness and Institutional Research; Amanda Lebrecht, Director, Student Success and Retention; Shelley Youd, Coordinator, Frontline; Selah Cosentino, Undergraduate Student; and Dixie Arnold, Associate Professor, Liberal Studies, Vanguard University of Southern California; Steve Neilsen, Director, Student Retention, California Baptist University

Collaboration between curricular and co-curricular programs is essential to support the quality of student learning and the educational experience. However, such cooperation remains an ongoing struggle for many schools (Kezar, Hirsch, & Burak, 2002). We share our experience of building cooperative efforts between various programs to strengthen retention and student learning.

"ONE-STOP STUDENT HELP DESK" AND CROSS-DEPARTMENT PREPARATION PROGRAM

(Track 1; key words: one-stop student help desk, cross-training)

Presenters: Kathy Tooredman, Vice Chancellor, Academic Affairs; and Kathryn Miller, Assistant Vice President, Academic Affairs, Argosy University

To improve service excellence and student success, Argosy University has developed a program in which campus personnel are prepared to answer general university questions that traditionally cross departments, including advising, library, tutoring and academic technology. The result is a "One-Stop Help Desk" where student questions are accurately answered or referred to an expert.

CS-20 DESIGNING DATA-RICH ASSIGNMENTS FOR MEASURING PROGRAM AND STUDENT LEARNING OUTCOMES

(Track 1; key words: course objectives, programmatic assessment, rubrics, student learning outcomes)

Emerald Bay II Click here to see presentation handouts

Presenters: Mukul Bhalla, Associate Dean, College of Undergraduate Studies; and Michelle Green, Assistant Professor, College of Undergraduate Studies, Argosy University

This presentation will demonstrate how one large university system implemented a standardized, competency-based embedded assessment initiative to directly measure course objectives (mapped to program outcomes). faculty, administrators, and instructional designers collaboratively designed high-stakes assignments to yield reliable and detailed information through the use of cutting-edge automation. We will discuss faculty feedback and provide step-by-step instructions for assignment development, as well as sample course syllabi, and rubrics.

CS-21 REDESIGNING 21ST CENTURY LEARNING OUTCOMES FOR GE BIOLOGY: EDUCATING FOR SCIENCE-LITERATE, CRITICAL THINKERS

(Tracks 1, 2; key words: learning outcomes, failure rate, critical thinking, information/science literacy, general education)

Emerald Bay I Click here to see presentation handouts

Presenters: Ulrike Muller, Assistant Professor, Biology; Whitney Menefee, Graduate Student, Biology; Paul Crosbie, Professor, Biology; and John Constable, Associate Professor, Biology, California State University, Fresno; Ellen Junn, Provost, San José State University

With support from the university, faculty at Fresno State were able to redesign the high-enrollment, high-failure GE Biology course for a diverse population of non-majors. Innovative teaching methods and new learning outcomes were designed to enhance students' critical thinking and information literacy skills. Course failure rates were halved and students reported greater science literacy.

CS-22 TOPIC: CONNECTING THE CURRICULUM AND CO-CURRICULUM FOR GRADUATE STUDENT SUCCESS

Laguna Beach II

Moderator: Eli Bartle, Professor, Online Learning, California State University, Northridge

ENHANCING ACADEMIC AND CO-CURRICULAR GRADUATE SUPPORT SERVICES

(Track 1; key words: graduate student services)

Presenters: Heather Petridis, Associate Vice President, Academic Enrollment and Student Services; and Karen A. Longman, Professor and Director, Doctoral Programs in Higher Education, Azusa Pacific University

This session will feature the year-long research conducted by one university to better understand the needs of its 5,000 non-residential graduate students. We also describe the process of developing a multi-faceted plan to address these needs. A case study from two doctoral programs will illustrate how the improvements have benefited students.

AT THE INTERSECTION OF ACCREDITATION, ENROLLMENT MANAGEMENT, AND STUDENT SUCCESS: APPROACHES TAKEN AND LESSONS LEARNED AT THE FRONT LINES OF GRADUATE EDUCATION

(Track 1; key words: student success, enrollment management, compliance)

Presenters: Daniel Sewell, Vice President, Academic Affairs, Saybrook University; Monique Snowden, Associate Provost, Enrollment Management, Fielding Graduate University

We will present case studies of two graduate universities implementing an enrollment management philosophy simultaneous with changes in compliance requirements and accreditation processes. Based on this experience, we propose best practices to identify and resolve issues that emerge at the intersection of enrollment management, accreditation, and compliance while maintaining quality and supporting student success.

CS-23 INTEGRATING AND ASSESSING SOCIAL JUSTICE AND DIVERSITY IN HIGHER EDUCATION

(Track 2; key words: social justice, diversity, curriculum, assessment, learning outcomes)

Newport Beach III Click here to see presentation handouts

Presenters: Kalani Beyer, Dean, School of Education, Pacific Oaks College; Elizabeth Stoddard, Associate Dean, School of Education, Loyola Marymount University; Jared Stallones, University Coordinator, California State University, Long Beach; and Laurence Hadjas, Graduate Advisor, Teacher Education Program , Graduate School of Education and Information Studies, University of California, Los Angeles

This panel, consisting of members of the schools of education from four different Los Angeles-based institutions, will discuss how these institutions integrate social justice and diversity into their curricula, how assessments are utilized to ensure the meeting of the program outcomes, and how outcomes are documented.

CS-24 TOPIC: FACULTY EVALUATIONS TO SUPPORT STUDENT LEARNING

Emerald Bay III

Moderator: Laura Palucki Blake, Assistant Director, Cooperative Institutional Research Program (CIRP), University of California, Los Angeles

LARGE-SCALE ASSESSMENT OF STUDENT LEARNING: VALID, RELIABLE AND CUSTOMIZABLE INSTRUMENTS FOR COURSES, DEPARTMENTS, AND ACROSS PROGRAMS

(Tracks 1, 2, 3; key words: assessment, student learning)

Presenters: Stephen Carroll, Lecturer, Santa Clara University; Melissa Ganus, Lecturer, Seattle Community Colleges

Student course evaluation data rarely help students, instructors or departments. The SALG (Student Assessment of their Learning Gains) is a free alternative that provides valid, reliable, detailed feedback about student learning that benefits all three. Come build a useful assessment tool that coordinates assessment across your entire department.

ONLINE FACULTY EVALUATION AND MENTORING

(Tracks 1, 2, 5; key words: faculty evaluation, online mentoring.) Click here to see presentation handouts

Presenters: Andrew Shean, Executive Dean, College of Education; and Rebecca Wardlow, Provost, Ashford University

Ashford provides an excellent model for ensuring active classroom participation and engagement of faculty with students. Through the WASC self study process, however, an ongoing need has been identified to further evaluate faculty performance, create a faculty peer evaluation program, and offer online professional development. In this session we report on our progress.

CS-25 SUPPORTING COLLABORATIVE INNOVATION IN THE FACE OF BUDGET CUTS: FRESNO STATE'S RED BALLOON INITIATIVE

(Tracks 2, 3; key words: tranformative change, innovation, best practices, collaboration, shared governance, budget cuts)

Balboa Bay I Click here to see presentation handouts

Presenters: Michael Caldwell, Academic Senate Chair and Chair, Music; and William Covino, Provost and Vice President of Academic Affairs, California State University, Fresno

California State University, Fresno, leveraged AASCU's Red Balloon Initiative to launch a campus-wide process for innovation despite budget cuts. This year-long, high-energy, collaborative process involving administrators, the Academic Senate, faculty, and staff produced recommendations that have been approved by the Cabinet. Presenters will share positive outcomes and best practices.

CS-26 KEEPING THE BALL ROLLING: DEVELOPING A SYSTEM THAT SUPPORTS REAL PROGRESS IN ASSESSING STUDENT LEARNING OUTCOMES IN UNDERGRADUATE AND GRADUATE PROGRAMS AND STUDENT SERVICES

3:45 PM - 4:45 PM

(Tracks 1, 4; key words: institutionalizing assessment, sustaining assessment)

Newport Beach I Click here to see presentation handouts

Presenters: Joy Asamen, Professor, Psychology; Herbert Cihak, Associate Dean, Library and Information Services and Professor, Law; Constance Fulmer, Associate Dean, Teaching and Assessment and Blanche E. Seaver Chair, English Literature; Charla Griffy-Brown, Professor, Information Systems and Technology Management; Connie Horton, Associate Dean, Student Affairs; Michael Shires, Associate Professor, Public Policy; and Lisa Bortman, Assistant Provost, Office of Institutional Effectiveness, Pepperdine University

Members of the university-wide Advancement of Student Learning Council (ASLC) provide an honest account of their journey through the WASC reaffirmation process and offer suggestions for forward movement despite a slow start. A discussant will offer observations about the ASLC's efforts and how such a model might apply at other institutions.

REDESIGNING WASC

CONVERSATION WITH THE PRESIDENT

3:45 PM - 5:45 PM

(Track 4)

Bristol III

Facilitator: Ralph A. Wolff, President, Accrediting Commission for Senior Colleges and Universities, WASC

Both higher education and accreditation are increasingly challenged to demonstrate effectiveness on many levels – particularly completion, cost, and quality. Both the American Council on Education (ACE) and the National Advisory Committee on Institutional Quality and Integrity (NACIQI) of the US Department of Education have undertaken studies of the accreditation system, focusing primarily on regional accreditation, and found it wanting in many areas. The WASC redesign process attempts to address these concerns, with initiatives on transparency, retention/graduation, and educational quality. Our proposals for assurance of students' proficiency at graduation and external validation of results have led to considerable controversy, and the Commission is now seeking further dialogue on these approaches. Join a discussion of the recommendations arising from the ACE and NACIQI reports and share your thoughts on how best to balance quality assurance, public accountability and institutional autonomy.

SPONSOR DEMONSTRATION: TASKSTREAM

INTRODUCTION TO TASKSTREAM: SOLUTIONS TO ADVANCE EDUCATIONAL EXCELLENCE

3:45 PM - 4:45 PM

Balboa Bay II

Presenter: Ben Coulter, Manager, Systems Implementation, TaskStream

Walk through key features and benefits of TaskStream's powerful solutions for assessment, accreditation, and e-portfolios. Find out how to 1) manage planning and assessment at all levels, 2) demonstrate student achievement of outcomes, 3) map outcomes to strategic goals and preloaded accreditation standards, 4) document faculty credentials, and 5) prepare for accreditation visits or interim reviews. See how TaskStream enables you to close the assessment loop throughout your institution and establish a culture of continuous improvement.

Target Audience: Provosts, Academic Affairs, Institutional Research, Institutional Effectiveness, Assessment, Accreditation Coordinators, Deans, Department Chairs, Faculty

CS-27 TOPIC: ASSESSMENT OF CO-CURRICULAR PROGRAMS

Emerald Bay I

Moderator: Kathleen Ringenbach, Associate Professor, Psychology, Brandman University

CLOSING THE CO-CURRICULAR ASSESSMENT LOOP: MOBILIZING CO-CURRICULAR PROGRAMS THROUGH A 5-STEP STRATEGIC ASSESSMENT PLANNING PROCESS

(Tracks 1, 2; key words: co-curricular assessment, strategic assessment planning, educational effectiveness, closing the loop)

Presenters: Shawna Lafreniere, Director of Assessment; and Bill Fiala, Associate Dean of Students, Azusa Pacific University

Great strides have been made in measuring student learning through academic assessment, but too often student learning through co-curricular programs remains under-analyzed. This presentation will discuss one campus's attempt to bridge this gap utilizing a five-step mobilization process of leadership engagement and co-curricular strategic assessment planning that leads to formalized program reviews.

ASSESSING HIGH IMPACT CO-CURRICULAR PROGRAMS IN THE COMMUNICATION DISCIPLINES: CREATING CONSISTENT SLOS, OVERCOMING CHALLENGES, AND PLANNING FOR THE FUTURE

(Tracks 1, 2; key words: co-curriculum, assessment, benefits of co-curricular assessment)

Click here to see presentation handouts

Presenters: Ken Waters, Chair, Communication Division; and Sarah Stone Watt, Assistant Professor of Communication, Pepperdine University

A common co-curricular area is that of student-produced newspapers, television, and radio programs, as well as competitive forensics teams. This project highlights co-curricular assessment challenges and benefits arising from the creation of learning outcomes and assessment tools for these high impact practices. We present preliminary findings and invite audience input.

CS-28 DIVERSITY AND SOCIAL JUSTICE: EFFECTIVELY EDUCATING FUTURE PROFESSIONALS

(Tracks 1, 2, 5; key words: social justice; diversity; curriculum; future education)

Emerald Bay II

Presenters: Matthew R. Mock, Professor; Haydee Montenegro, Professor; My Linh Vo, Graduate Student, and Devaney Knight, Graduate Student, John F. Kennedy University

In this interactive session, presenters will share their experiences in teaching others in higher education to acknowledge the role of social justice in their work. Concepts of disparity, societal inequity, disproportionality, etc. will be discussed. Presenters will share narrative processes they utilize to foster awareness around emotionally charged issues. Attendees will experience a group process used successfully in trainings, followed by discussion of strategies to address challenges in classroom teaching.

CS-29 TOPIC: ASSESSMENT TO SUPPORT GRADUATE STUDENTS' LEARNING AND SUCCESS

Laguna Beach II

Moderator: Michael McGuire, Professor, Psychology, and Associate Dean, Arts and Sciences, Brandman University

ASSESSMENT IN ACTION Click here to see presentation handouts

(Track 1; key words: direct assessment, student learning, student and program evaluation)

Presenters: Keith Carroll, Department Chair; and Patricia Breen, President, The Chicago School of Professional Psychology

The Industrial/Organizational Psychology Program at TCSPP utilizes an assessment center (AC) to assess first-year master's students' learning outcomes on nine competencies. The AC provides the department with essential data to evaluate the program, while students are provided feedback and resources to create a development plan for their second year in the program.

STUDENT SUCCESS IN BLENDED LEARNING ENVIRONMENTS WITH A FOCUS ON INDIVIDUAL MENTORING click here to view presentation materials

(Tracks 1, 2; key words: graduate education, hybrid learning, mentoring, retention and completion)

Presenters: Dan Hocoy, Asssistant Dean; Nancy Southern, Chair, Organizational Systems Program; and JoAnn McAllister, Chair, Human Science Program, Graduate College of Psychology and Humanistic Studies; Lisa Mastain, Director, Mentoring and Instructional Excellence, Graduate College of Mind-Body Medicine; and Cynthia FitzGerald, Dean, LIOS Graduate College, Saybrook University

This presentation from representatives of Saybrook University's three colleges focuses on how they are addressing student retention and completion and the quality of student learning through thir different approaches to residential and online learning, a commitment to individual mentoring, and community building in an increasingly technologically mediated learning environment.

CS-30 TRANSFORMING THE NORMATIVE CULTURE

(Track 1; key words: engagement, active learning, pedagogy, teaching and learning, alternative)

Emerald Bay III Click here to see presentation handouts

Presenters: Tasha Iglesias, Associate Dean; Ariana Marron, Director, Diversity and Institutional Activities; Beau Gonzales, Student, Computer Networking; Amanda Hernandez, Student, Graphic Design; Daniel Novoa, Computer Information Systems; and Louie Musa, MBA, Coleman University

Through survey data and assessments, Coleman University has identified a need for improvement in the following areas: writing and research, critical thinking, and "soft skills." In an effort to strengthen the student's knowledge and skill-set in the aforementioned areas, the University is implementing a student-centered approach at various levels.

CS-31 TOPIC: ASSESSMENT ACROSS THE INSTITUTION

Newport Beach II

Moderator: Lynn Larsen, Associate Dean, Brandman University

THE LA VERNE EXPERIENCE: A COMMON LEARNING APPROACH ACROSS A COMPREHENSIVE UNIVERSITY

(Tracks 1, 2; key words: curriculum, co-curriculum, best practices, learning communities, integrative learning, theory-to-practice, course clusters)

Click here to see presentation handouts

Presenter: Greg Dewey, Provost, University of La Verne

The university has created a common curricular experience across its four colleges and 10 campus locations serving traditional and non-traditional undergraduates, as well as professional/ doctoral students. The approach uses structured interdisciplinary course clusters to implement high impact practices. This common pedagogy supports systematic and cohesive achievement of university-wide learning outcomes.

DEVELOPING AN INSTITUTIONAL CULTURE OF ASSESSMENT THROUGH COMMON PROCESSES AND "ASSESSMENT PALOOZA"

(Tracks 1, 2; key words: assessment strategies, institutional research, curriculum)

Click here to see presentation handouts

Presenters: Megan Lawrence, Director, Assessment and Institutional Evaluation; Sharon Anderson, Curriculum and Assessment Coordinator; Sharon Owen, Curriculum Manager; and Stanley Hom, Business Faculty, Heald College

Heald College's integrated system of student learning outcome assessment allows Heald faculty to assess learning across multiple campus locations and identify actions to improve student learning. This coordinated approach is supported through specific instructional design techniques, institutional research, and assessment management software.

CS-32 TOPIC: COMMUNITY PROJECTS AND SERVICE LEARNING

Laguna Beach III

Moderator: DawnEllen Jacobs, Vice Provost California Baptist University

CLIENT-BASED PROJECT LINKAGES: THEORY AND PRACTICE AND THE UNIVERSITY AND THE COMMUNITY

(Tracks 1, 2; key words: theory, practice, community, projects, client-based)

Presenter: Tom Buckles, Associate Professor, Azusa Pacific University

This presentation addresses the dual issue of how client-based projects can help to link not only theory and practice, but the academy and its local community. It presents the advantages and disadvantages, important guidelines to consider, several methods for obtaining projects, and team member evaluation.

MULTIDISCIPLINARY ASSESSMENT OF SERVICE LEARNING

(Tracks 1, 2, 5; key words: collaborative, multi-disciplinary, community-based, learning outcomes, rubrics, value)

click here to see presentation handouts

Presenters: Jennifer Helzer, Associate Professor and Chair, Anthropology and Geography; Julie Fox, Director, Service Learning; and Brandon Price, Office of Service Learning, California State University, Stanislaus

This presentation details CSU Stanislaus' experience developing and assessing student learning outcomes for service learning. Presenters will describe 1) development of student learning outcomes and assessment methodology; 2) challenges in instituting a multi-disciplinary assessment strategy; and 3) preliminary findings and their implications for future practice.

5:00 PM - 6:00 PM

CS-33 TOPIC: TECHNOLOGY TO SUPPORT AND SUSTAIN ASSESSMENT

Balboa Bay I

Moderator: M. Victoria Liptak, Associate Dean, School of Architecture, Woodbury University

ASSESSMENT AND INSTITUTIONAL PLANNING AFTER REACCREDITATION

(Tracks 1, 2, 3; key words: sustainable assessment, data-driven transformation)

Presenters: Andreas Gebauer, Faculty Assessment Coordinator and Chair, Chemistry; and Laura Hecht, Assistant Vice President, Institutional Research, Planning and Assessment, California State University, Bakersfield

We will present how assessment at the program level is sustainable and how data are used for continuous improvement ("closing the loop"). At the institutional level, we have expanded our use of TaskStream to include annual reporting coupled with program review, program accreditation, and institution-level strategic planning and budget allocation.

AMEE: AN ASSESSMENT PLANNING WEB SERVICE DESIGNED WITH ACADEMIA IN MIND

Click here to see presentation handouts

(Track 2; key words: assessment planning, web service, online software, evaluations)

Presenters: Sakile Camara, Assessment Coordinator, Mike Curb College of Arts, Media and Communication; and Kenya Covington, Assessment Liasion, Department of Urban Planning, California State University, Northridge

There are currently few online options available for planning assessment in an efficient and effective way to sustain assessment efforts from year to year. This demonstration introduces AMEE (Assessment Made Easy Everyday), an online assessment planning web service that guides university departments through a simple 6-step assessment planning process.

REDESIGNING WASC

3:45 PM - 5:45 PM

CONVERSATION WITH THE PRESIDENT, *continued*

(Track 4)

Bristol III

Facilitator: Ralph A. Wolff, President, Accrediting Commission for Senior Colleges and Universities, WASC

Both higher education and accreditation are increasingly challenged to demonstrate effectiveness on many levels – particularly completion, cost, and quality. Both the American Council on Education (ACE) and the National Advisory Committee on Institutional Quality and Integrity (NACIQI) of the US Department of Education have undertaken studies of the accreditation system, focusing primarily on regional accreditation, and found it wanting in many areas. The WASC redesign process attempts to address these concerns, with initiatives on transparency, retention/graduation, and educational quality. Our proposals for assurance of students' proficiency at graduation and external validation of results have led to considerable controversy, and the Commission is now seeking further dialogue on these approaches. Join a discussion of the recommendations arising from the ACE and NACIQI reports and share your thoughts on how best to balance quality assurance, public accountability and institutional autonomy.

SPONSOR DEMONSTRATION: GRADESFIRST

5:00 PM - 6:00 PM

GRADESFIRST STUDENT SUPPORT SYSTEM: REVOLUTIONIZING STUDENT SUCCESS AND RETENTION THROUGH TECHNOLOGY

Balboa Bay II

Presenter: Ron Dortch, Vice President of Sales, GradesFirst

The GradesFirst Student Support System continues to revolutionize advising software. Our live presentation will demonstrate Conversations in action. This groundbreaking platform facilitates natural conversations, which leads to stronger relationships with your students and increased retention. In addition, it eases your advising assessment efforts. Don't forget to come by the booth beforehand to register for a door prize!

Target Audience: Presidents, Provosts and Deans.

ARC POSTER SESSION & SOCIAL HOUR

5:45 PM - 7:00 PM

Learning Commons Lounge (Pacific Ballroom)

SOCIAL HOUR

Generously Sponsored by: LiveText™

Use the social hour to browse poster displays on a broad range of topics, to network with colleagues, visit sponsor booths, and to meet with WASC staff. (Hors d'oeuvres will be served; cash bar)

P-1 DOCUMENTING STUDENT LEARNING USING A PERFORMANCE DASHBOARD

(Track 1; key words: assessing student learning)

Presenters: John Martin, Associate Dean, Academic Affairs and Research; Karen McClendon, Director, Institutional Effectiveness and Assessment; Leanne Coyne, Assistant Professor, Pharmacology; Alvin Cheung, President; David Fong, IT Support Technician; and Tiffanie Ho, Administrative Specialist, California Northstate College of Pharmacy

CNCP developed a process for assessing and documenting student learning outcomes (SLOs) at five levels of assessment using a performance dashboard. Displaying SLOs' achievement on the dashboard allows institutions to easily identify areas for improvement in curriculum and learning.

P-2 FACULTY EXPERIENCES WITH DIGITAL TECHNOLOGY AS A SUPPLEMENT TO CLASSROOM INSTRUCTION: STAYING UP-TO-DATE WITH A CHANGING STUDENT POPULATION

(Track 1; key words: student success, technology, classroom instruction)

Presenters: Larisa Sergeyeva, Doctoral Candidate; and Dina Brown, President, Dissertation Coaching, LLC

Technology has challenged the traditional conceptualization of the learning process, and digital devices have become an integral part of the educational environment. Digital natives require that innovative methods be utilized to meet their learning style. We share data on the personal experiences of faculty regarding integration of digital technology into classroom instruction.

P-3 ANALYSIS OF COGNITIVE MENTAL MODELS AND PARADOXICAL THINKING FOR STUDENT-CENTERED ASSESSMENT AND COMMUNITY ENGAGEMENT

(Tracks 1, 5; key words: scale development, mental models, paradoxical thinking, service learning.)

Presenters: Juanie Walker, Associate Professor; Dorothy Andreas, Assistant Professor; Claire Hansen, Student; and Rachel Romanu, Student, Pepperdine University click here to see presentation handouts

This project included the following: developing research instruments to assess student learning using a measure of mental models and a survey of paradoxical thinking; development and adaptation of these instruments by students in service learning projects; and revision of teaching methods based on assessment results. We look forward to discussion with student and faculty participants.

P-4 HIGH-IMPACT EDUCATIONAL AND ASSESSMENT STRATEGIES FOR A 21ST CENTURY COMMUNICATION PROGRAM: REDESIGN OF THE CURRICULUM AT THE UNIVERSITY OF HAWAI'I, MĀNOA

(Tracks 1, 2; key words: curriculum redesign, assessment, student learning outcomes, civic engagement, capstone)

Presenter: Jenifer Winter, Assistant Professor, University of Hawai'i, Mānoa

We describe a revised curriculum in the Department of Communication at UH Mānoa that integrates a number of AAC&U LEAP outcomes and high-impact practices. Course-embedded assessment techniques foster active critical thinking, along with the ability to understand and creatively contribute to a dynamic global society that is increasingly infused with information and communications technology.

P-5 COLLABORATIVE SYSTEMIC MODEL FOR BUILDING EVALUATION TOOLS TO MEASURE STUDENT SKILLS ACQUISITION AND EDUCATIONAL EFFECTIVENESS

(Track 2; key words: skills evaluation, collaborative model, outcome tools development)

Presenters: Herbert Wong, Professor, Psychology, and Research Director; Robbin Rasbury, Assistant Professor, Marriage and Family Therapy; and Gail Kinsley-Dame, Program Chair, MA in Marriage and Family Therapy, John F. Kennedy University

The Collaborative Systemic Model for evaluating counseling skills acquisition is presented. This model provides a process for developing evaluation tools to measure students' skills achievement and educational effectiveness. The model links the educational outcomes of students and the academic program to the important student performance criteria articulated by licensing boards and professional associations.

P-6 MOVING FROM NATIONAL TO REGIONAL ACCREDITATION: HOW TO BE SUCCESSFUL AND IMPLICATIONS FOR ASSESSMENT PROCESSES

(Tracks 1, 2, 4; key words: accreditation, assessment, transition, student success, learning outcomes)

Click here to see presentation handouts

Presenter: Errin Heyman, Director, Center for Excellence in Learning, Teaching & Assessment, West Coast University

Transitioning from national to regional accreditation reveals important differences in assessment standards. This poster explores insights from interviewed school representatives. We highlight how West Coast University has leveraged national accreditation standards while significantly changing assessment approaches to meet WASC standards.

P-7 STRATEGIC PLANNING AND THE FACULTY'S ROLE IN THE ASSURANCE OF LEARNING FRAMEWORKS

(Track 1; key words: assurance of learning, faculty framework)

Presenter: Kristie Ogilvie, California State Unviersity, San Bernardino

For a successful assurance of learning framework, faculty must drive, define, participate in, and contribute to the process. For a variety of reasons, it can be a struggle for administration to gain and maintain such support. This poster outlines various barriers, some potential solutions, and provides an avenue to discuss others' successes.

P-8 INTERACTIVE LEARNING AND EVALUATION TO ENAHANCE APPLICATION OF KNOWLEDGE AND SKILLS

(Track 1; key words: innovative, active learning, simulation, assessment)

Presenter: Kathleen Atchison, Director, Simulation, West Coast University

Simulation in nursing is still in its infancy and "best practices" have yet to be established. During the development of our simulation program we created a unique, objective evaluation tool that guided the design of the program. The methodology that evolved led to statistically significant improvements in student performance.

P-9 A GENERAL EDUCATION FACULTY LEARNING COMMUNITY: PROMOTING A CULTURE OF SUSTAINABLE, AUTHENTIC ASSESSMENT ACROSS AN INSTITUTION

Click here to see presentation handouts

(Track 2; key words: general education, teaching and learning, assessment)

Presenter: Julie Marty-Pearson, Assessment Coordinator, General Education, San Joaquin Valley College

Based on information gathered from a needs assessment of the professional development of general education faculty at San Joaquin Valley College, a faculty learning community was developed in an effort to promote professional development in teaching and learning, which in turn promoted a culture of sustainable, authentic assessment.

P-10 DEVELOPING A FUNDS-GENERATING COMMUNITY SERVICE COMPONENT WITHIN AN ACADEMIC PROGRAM: THE ACT VIOLENCE PREVENTION WORKSHOPS AS A CASE STUDY

(Track 3; key words: funds-generating, self sustaining, community services, community collaboration)

Presenters: Herbert Wong, Professor, Psychology, and Research Director; Dellajean Combs, Western Region Director, ACT Program; and Lisa Stankovic, Training Coordinator, ACT Program, John F. Kennedy University

We offer a case study of how the ACT Raising Safe Kids program at John F. Kennedy University, developed by the American Psychological Association under its Adults and Children Together (ACT) Against Violence initiative, was implemented as a funds-generating, self-sustaining service component within a university.

P-11 ASSESSMENT OF A REVITALIZED MBA PROGRAM AT CALIFORNIA STATE UNIVERSITY, LONG BEACH

(Track 1; key words: AACSB; professional program accreditation; masters of business administration; college-wide assessment plan; faculty involvement)

Presenters: Michelle Saint-Germain, Professor, Public Policy; David Horne, Professor; and Ingrid Martin, Professor, College of Business Administration, California State University, Long Beach

We show how a two-year assessment strategy was designed and implemented, share results of the first year of assessment, and demonstrate how the results are fed back in a continuous improvement loop.

P-12 WASC AS EDUCATOR: USING EMPIRICAL RESEARCH TO INFORM THE PUBLIC AND POLICY

click here to see presentation handouts

(Tracks 1, 2, 4, 5; key words: quality education, empirical foundation, learning)

Presenter: Ludmila Praslova, Director, Educational Effectiveness and Institutional Research, and Professor, Psychology, Vanguard University of Southern California

WASC's leadership role in education should be strengthened and informed by empirical work in education, neuroscience, and motivation, as well as in cross-cultural, cognitive, and industrial-organizational psychology. This presentation reviews empirical work relevant to WASC policies and redesign and discusses implications of this research for WASC leadership in education.

P-13 WHO, WHAT, WHERE, WHEN, WHY, AND HOW: STUDENT STUDY STRATEGIES

(Track 1; key words: study, habits, strategy, technology, culture)

Presenters: Neil Patel, Research Analyst; Delia Padilla Kallemeyn, Research Analyst; En-Hsien Li, Research Analyst; and Heather Simmons, Data Technician/Administrative Assistant, Western University of Health Sciences

One hundred and forty-four students from nine medical colleges were invited to participate in focus groups to share their studying strategies and their view of how they study. The information provided by the students was recorded and analyzed thematically to find trends. The information will help graduate schools better understand their students' cultural climate.

P-14 INSTITUTIONAL MISSION: ANCHORING GROWTH AND STIMULATING CHANGE

(Track 3; key words: mission, vision, institutional growth, multi-campus system, academic identity, academic diversification)

Presenters: Michele Nealon-Woods, President; Patricia A. Breen, Chicago Campus President; and Orlando Taylor, Washington D.C. Campus President/Vice President, Academic Affairs, The Chicago School of Professional Psychology

The rapid growth and increasing complexity of The Chicago School of Professional Psychology requires fulfillment of its essential academic mission while at the same time demanding the flexibility necessary for its new faculty, students, and environments to expand institutional knowledge and energy. Using its mission as its anchor, the School has established new processes and values to accomplish both.

P-15 PARTNERING WITH SOCIAL INSTITUTIONS TO OFFER INNOVATIVE INTERDISCIPLINARY GENERAL EDUCATION COURSES

Click here to see presentation handouts

(Tracks 2, 5; key words: interdisciplinary courses, general education courses, community partnerships)

Presenters: Dennis Muraoka, Professor; Manuel Correia, Associate Professor; Irina Costache, Professor; Alex McNeill, Professor Emeritus; Donald Rodriguez, Associate Professor; Richard R. Rush, President; Daniel Wakelee, Assistant Provost; and Amy Wallace, Associate Vice President, California State University, Channel Islands

Question: What do museums, zoos, libraries, parks and universities have in common? Answer: Each of these familiar social institutions is the focal point for an upper-division, interdisciplinary, general education course offered at California State University, Channel Islands. The courses examine the unique missions, business practices, and educational programs of these institutions.

P-16 THE NEED FOR REGIONAL ACCREDITING AGENCIES TO EXTEND THEIR INVOLVEMENT TO DEVELOPING NATIONS

(Track 4; key words: capacity building, assessment, quality assurance, developing nations)

Presenters: Sharon Linzey, Academic International Liaison, Ministry of Higher Education and Scientific Research; and Salahaddin Kako Messiah, Deputy Director General for Quality Assurance and Accreditation, Ministry of Higher Education and Scientific Research, University of Suleymaniya

After an exploratory visit by an international WASC delegation, our assessment indicated that Kurdistan's greatest higher educational need was in the area of capacity building. Presidents, vice presidents, quality assurance directors, and ALOs in this region (North Iraq) gave quality assurance, assessment, and developing a culture of evidence the highest ranking in terms of identified need. Since war-torn territories and developing nations have no developed accrediting agency to assist them in developing the capacities that would eventually lead to quality higher educational systems, we urge US regional accrediting bodies to consider expanding their activities beyond their regions.

P-17 REINVIGORATING PRE-SERVICE TEACHER EDUCATION: THE DEVELOPMENT OF AN INNOVATIVE UNIVERSITY, SCHOOL DISTRICT, AND COMMUNITY PARTNERSHIP SCHOOL

(Track 5; key words: reform, innovation, collaboration, partnerships, community relations)

Presenters: Prent Klag, Professor and Director, Sorenson Center for Innovative Education; and James McCoy, Assistant Professor, Southern Utah University

Southern Utah University, the Iron County School District, and the local community collaborated to identify the best components of laboratory, professional development, community, charter, and public schools. They then developed a partnership school that is committed to educational innovation and renewal for both elementary students and pre-service teachers in training.

P-18 APPLYING NCATE STANDARD 5: MODELING BEST PROFESSIONAL PRACTICES IN SERVICE AT THE LOCAL UNIVERSITY CAMPUS

(Track 5; key words: NCATE, Standard 5)

Presenters: Annie Hough-Everage, Associate Professor, Education; Arely Moreno, Senior Academic Advisor; and Raymond Hurst, Assistant Professor, Education, Brandman University

Brandman University is currently working toward NCATE accreditation for its education programs. Under Standard 5, the Victor Valley campus is evaluating the cycle of reflection, interpretation, application, and engagement as it relates to the best professional practices in service within the local community. This should be an outgrowth of professional training.

5:00 PM - 6:00 PM

P-19 INFUSING CRITICAL PEDAGOGY INTO INSTRUCTION WITH INTERNATIONAL LANGUAGE TEACHERS: A WAY TO MEET PROGRAM LEARNING OUTCOMES

(Track 1; key words: learning outcomes, critical pedagogy)

Presenters: Annie Hough-Everage, Associate Professor, Education; and Peggy Laughlin, Assistant Professor, Education, Brandman University Chapman University System

The Master of Arts in Education Program at Brandman University, a distributed campus system, serves international teachers from the Defense Language Institute (DLI) at Monterey and online. Critical pedagogy is used to investigate issues in the work environment and to meet program learning outcomes as students create plans for transforming practice.

P-20 ACADEMIC FREEDOM AND RIGOR VERSUS STANDARDIZATION AND SCRIPTED CURRICULUM: A CAUTIONARY TALE

(Track 2; key words: academic rigor, academic freedom, standardization of curriculum, scripted curriculum)

Presenters: William Hale, Associate Professor; and Kathleen Ringenbach, Associate Professor, Brandman University

As the need to demonstrate student learning grows, universities and other learning institutions will need to balance standardization and learning without compromising academic freedom and academic rigor. The hallmark of an educated society is having citizens who are able to engage and apply knowledge in critical thinking and dialogue.

P-21 FOSTERING STUDENT LEADERSHIP IN LOCAL AND GLOBAL COMMMUNITIES

(Track 5; key words: service projects, student leadership, campus-community collaboration, civic engagement)

Presenter: Sayaka Machizawa, Associate Director, Community Partnerships Department, The Chicago School of Professional Psychology

Student-led service projects are a novel and efficacious way for the academy to collaborate with our communities in a way that encourages students to take responsibility and become invested in learning for the pursuit of knowledge, while sustainably bettering our communities.

P-22 STUDENT CARING: REINVENTING THE COLLEGE LEARNING ENVIRONMENT

(Track 1; key words: student caring, challenge, persistence)

Presenters: David Pecoraro, Professor, Vanguard University; and Daniel de Roulet, Professor, Irvine Valley College

The changing landscape of higher education is dramatically affecting our students' educational needs. Not enough focus is placed on faculty-student interaction and reinventing the teaching environment as a location of connection and care. This poster offers attendees methods for training new and continuing faculty in the art of being a college professor.

OPEN MEETING

7:00 PM - 9:00 PM

A CONVERSATION ABOUT RETENTION AND GRADUATION DATA, GRADUATION PROFICIENCIES, AND GRADUATE EDUCATION

Balboa Bay I

Facilitators: Barbara Karlin, Vice President, Academic Affairs; and Cherron Hoppes, Dean, Undergraduate Programs, Golden Gate University

Do the draft retention and graduation data collection templates allow you to accurately report student success for your adult working students? How might we validate that the outcomes and levels of attainment we set are appropriate for our degrees? What suggestions do you have regarding the draft policy on graduate education?

Target Audience: For institutions with substantial working-adult populations

REGISTRATION

7:00 AM - 1:00 PM

Banquet 2 Level/Pre-function space

BREAKFAST

7:00 AM - 8:30 AM

CONTINENTAL BREAKFAST

Learning Commons Lounge (Pacific Ballroom)

Generously co-sponsored by

Enjoy breakfast 7:00 - 8:30 a.m. **Concurrent sessions begin at 8:00 a.m.**

REDESIGNING WASC

8:00 AM - 10:15 AM

CHIEF ACADEMIC OFFICERS' FORUM

Bristol III

Presenter: Teri Cannon, Executive Vice President, Accrediting Commission for Senior Colleges and Universities, WASC

This expanded session will offer an opportunity for attendees to ask questions and provide comment on forthcoming changes to the WASC Handbook of Accreditation and institutional review process. As context, we will cover national policy concerns about higher education and accreditation, public expectations for accountability and quality assurance, recommendations of the American Council on Education (ACE) Task Force on the Future of Accreditation, and recommendations from the National Advisory Committee on Institutional Quality and Integrity (NACIQI). Changes to the Handbook of Accreditation include a new institutional review process (with off-site reviews and streamlined timeline); an enhanced focus on retention and graduation at both undergraduate and graduate levels; new emphasis on the meaning and rigor of degrees; required reporting on undergraduate student learning, both in the majors and in common areas of competence; and proposed new policies on board governance and graduate education.

CONCURRENT SESSIONS

CS-34 REALIZING RESEARCH REALITIES: COLLABORATIVE DISCIPLINE-SPECIFIC COURSE DESIGN MODELS TO PROMOTE INFORMATION LITERACY

(Track 1; key words: information literacy, embedded librarian, pedagogical and curricular models, assessment)

Emerald Bay I click here to see presentation handouts

Presenters: Carole Huston, Associate Dean; Paula S. Krist, Assistant Dean, Assessment Support; and Hugh J.A. Burkhart, Assistant Professor and Reference Librarian, University of San Diego

Learn about a highly innovative approach to improve information literacy for students conducting research. Participants will hear how data from several sources (Project SAILS, faculty surveys, and course learning outcomes) prompted the creation of instructional and librarian faculty learning communities to construct innovative course designs in several disciplines.

CS-35 TOPIC: TECHNOLOGY TO SUPPORT LEARNING AND DIGITAL LITERACY

Newport Beach II

Moderator: Melissa Ganus, Lecturer, Seattle Community Colleges

THE FUTURE OF LITERACY: WHAT CAN POST-SECONDARY FACULTY DO TO FOSTER 21ST CENTURY DIGITAL LITERACY?

(Track 2; key words: digital literacy, non-digital natives)

Presenter: Steven Funk, Assistant Director, Undergraduate Writing, American Jewish University

College faculty face an impasse regarding digital literacy: digital natives are changing the paradigm of post-secondary education. We can incorporate new technologies while encouraging the same inquiry and valuing the same creativity we once did, and this presentation will help faculty to incorporate digital literacy into their courses.

ADAPTIVE LEARNING DESIGN FOR PERSONALIZED ONLINE EDUCATION

Click here for presentation handouts

(Track 2; key words: adaptive, personalized, competency-based learning)

Presenters: Pankaj Sharma, Vice President, Product and Engineering; Seyed Amiry, President; and Paul Freedman, CEO, Altius Education

The online learning experience for students today is very linear and does not take into account the variations in competency, learning style, and learning context for each student. Technology and analytics can make education more interactive, social, personalized, and, most importantly, adaptive.

TRANSFORMING MOBILE DEVICES INTO PEDAGOGICAL TOOLS: REARRANGING INFORMATION AND RESTRUCTURING ITS DELIVERY

(Tracks 1, 2; key words: portability, new ecology, mobile learning, student-centered learning)

click here for presentation handouts

Presenters: Joan Wines, Professor and Chair, English; David Marcey, Fletcher Jones Chair of Developmental Biology; Guy Erwin, Professor, Religion, and Belgum Chair of Theology; and Julius Bianchi, Associate Provost, Information Services, California Lutheran University

Transforming mobile devices into pedagogical tools requires tying device functions to student learning outcomes. Instructors must sort through the proliferation of information about a given study; choose, shape, and deliver it; and now, teach students how to access it with mobile devices, as well. CLU student scores improved significantly when this approach was taken.

CS-36 TOPIC: TECHNOLOGY TO SUPPORT LEARNING AT THE GRADUATE LEVEL

Laguna Beach I

Moderator: Daniel Sewell, Vice President, Academic Affairs, Saybrook University

INNOVATIVE STRATEGIES IN OFFERING A BLENDED-LEARNING GRADUATE PROGRAM - THE MIST EXPERIENCE

(Tracks 1, 2, 3, 4, 5; key words: blended learning, innovation, e-learning, instructional technology)

Presenter: Eric Tao, Professor and Chair, California State University, Monterey Bay

Blended learning integrates effective components of traditional instructor-led face-to-face sessions with online learning modules. We describe both successful and unsuccessful strategies applied to the MS in Insttructional Science and Technology at CSUMB. These include strategic grouping, online tools, linking multiple cohorts, outcomes portfolio, learning contract, capstone-infused course sequence, writing, and technology support.

MOBILE LEARNING TECHNOLOGIES AND GRADUATE MANAGEMENT EDUCATION

Click here to see presentation handouts

(Tracks 1, 2; key words: mobile learning, graduate management education, content delivery, curriculum design)

Presenter: Owen Hall, Jr., Professor, Pepperdine University

Mobile learning has come a long way since Sir Isaac Pitman initiated the first correspondence course in the early 1840's. The one-size-fits-all approach of the past is being transformed by mobile-based, customized learning systems. This presentation assesses the impact of the iPad and similar mobile e-learning technologies on graduate management education.

ONLINE LEARNING: FLEXIBILITY AND AREAS OF SUCCESS AND FAILURE

(Track 1; key words: comparison of online to face-to-face learning, counseling graduate students)

Presenter: Eli Bartle, Professor, Education, California State University, Northridge

This presentation provides summative evaluation results of an online graduate course on social welfare policy. Results are compared to three face-to-face sections of the course in terms of student learning outcomes and satisfaction with student-to-student and student-to-professor interaction. Also included are ideas for ongoing student feedback and communication.

CS-37 TOPIC: K-16 COLLABORATIONS TO SUPPORT STUDENT SUCCESS

Balboa Bay I

Moderator: Constance Fulmer, Associate Dean,Teaching and Assessment, and Blanche E. Seaver Chair in English Literature, Pepperdine University, Seaver College

21ST CENTURY HOMEWORK REDEFINED: HOW THE MONTANA DIGITAL ACADEMY CREATES SUCCESSFUL TRANSITIONS FOR STUDENTS

(Tracks 2, 3, 5; key words: online learning, retention, cost-benefit)

Presenters: Roberta Evans, Dean and Professor; and Susan Harper-Whalen, Associate Dean, University of Montana; Robert Currie, Executive Director, Montana Digital Academy

In 2009, K-12 and post-secondary education groups prevailed upon the state legislature to fund a digital academy with a dual mission: reduce high school drop-out rates through credit recovery courses, and strengthen college readiness. As today's data reveal, the Montana Digital Academy has succeeded beyond everyone's wildest dreams.

IMPROVING INSTITUTIONAL EFFECTIVENESS BY CLOSING THE REVOLVING DOOR OF REMEDIATION FAILURES: A VERTICAL COLLABORATIVE OF COMMUNITY COLLEGES AND HIGH SCHOOL DISTRICTS

Click here to see presentation handouts

(Tracks 1, 2, 5; key words: developmental education, basic skills, collaboration, mathematics)

Presenters: Christos Valiotis, Professor, Physics; and Tooraj Gordi, Professor, Mathematics, Antelope Valley College

The need to remediate incoming freshmen places an undue financial burden on institutions, as they must increase remedial course offerings to meet the demand. This presentation shows the steps taken by Antelope Valley College in dealing with this problem through an innovative partnership with the local high school district.

CS-38 TOPIC: ASSESSMENT ACROSS PROGRAMS, SITES, AND THE INSTITUTION

Laguna Beach III

Moderator: Ludmila Praslova, Director, Educational Effectiveness and Institutional Research and Professor, Psychology, Vanguard University of Southern California

MOVING ASSESSMENT FROM PAPER TO THE WEB: CHOOSING, DEVELOPING, UTILIZING, AND ANALYZING ASSESSMENT DATA ON A WEB-BASED SYSTEM

Click here to see presentation handouts

(Tracks 1, 4; key words: web-based assessment, electronic portfolios)

Presenters: Gary Railsback, Dean, School of Education; Jill Hamilton-Bunch, Associate Dean, Teacher Education and Bakersfield Regional Center; Andrea Liston, Associate Dean, Assessment, and Mission Valley Regional Center; Laura Amstead, Director, Arcadia Regional Center; Conni Campbell, Associate Dean, Undergraduate programs, and Teacher Performance Assessment; and Carol Leighty, Associate Dean, Educational Leadership, Point Loma Nazarene University

Two major assessment projects in teacher education caused our institution to move to a web-based assessment system: first, the CCTC's performance-based assessment requirement for new classroom teachers; and second, a requirement for a minimum of 4-6 assessments for each credential program. These mandates meant faculty and staff would soon be drowning in paperwork and overwhelmed by the task of organizing those assessments. We report here on implementation and evaluation of an electronic web-based assessment system utilizing TaskStream.

META-ASSESSMENT: MORE THAN CLOSING THE LOOP

(Tracks 1, 2; key words: meta-assessment, closing the loop) Click here to see presentation handouts

Presenter: Kay Llovio, Professo and Accreditation Liaison Officer, William Jessup University

WJU is conducting a meta-assessment utilizing student learning data to evaluate newly designed goals, outcomes, and assessment methods. The information gained in this meta-assessment has provided evidence of the effectiveness of the curriculum while opening conversations about the future direction of educational goals. This meta-assessment approach can serve as a model for other institutions as it has successfully engaged faculty participation, fostered faculty understanding, and encouraged faculty ownership.

CS-39 TOPIC: FACULTY DEVELOPMENT

Emerald Bay II

Moderator: Sarah Stone Watt, Assistant Professor of Communication, Pepperdine University

USING LEARNING COMMUNITIES TO ADVANCE INSTITUTIONAL PRIORITIES

(Track 2; key words: learning communities, faculty development)

Presenter: DawnEllen Jacobs, Vice Provost, California Baptist University

Explore ways to use learning communities to transmit institutional values and vision to faculty. CBU's faculty orientation seminar has grown to 20 learning communities. Different avenues for personal and professional development enhance classroom engagement and positively impact the teaching/learning process. Come learn how your institution might begin learning communities.

IMPROVING TEACHING AND LEARNING: THE F FACTOR – A CASE STUDY IN FACULTY DEVELOPMENT

Click to see presentation handouts

(Tracks 2, 4; key words: faculty learning community, integrated teaching scholar, teaching effectiveness, faculty culture)

Presenter: M Victoria Liptak, Associate for Academic Quality, Office of Academic Affair, and Associate Dean, School of Architecture, Woodbury University

In this case study, Woodbury University adapts high impact practices for faculty development. The New Faculty Learning Community (NFLC) transforms faculty culture to redefine evidence-based assessment of teaching effectiveness for student success. NFLC participants interrogate what it means to become a teaching scholar by developing integrated, reflective faculty contract renewal applications.

CS-40 TOPIC: GRANTS TO SUPPORT TEACHING, LEARNING, AND ASSESSMENT

Emerald Bay III

Moderator: Michael Caldwell, Chair, Music, California State University, Fresno

A LITTLE GOES A LONG WAY: USING A SUMMER ASSESSMENT GRANT PROGRAM TO BUILD A CULTURE OF ASSESSMENT

(Track 1; key words: assessment, faculty support, internal grants) click here to see presentation handouts

Presenters: Laura Massa, Director, Assessment; and Margaret Kasimatis, Vice President, Academic Planning and Effectiveness, Loyola Marymount University

Loyola Marymount University's Summer Assessment Grant program was developed in response to faculty requests for more support for assessment work. In its three years, the program has proven highly effective in strengthening academic excellence at LMU. We'll share how we run the program and examples of funded projects.

FACULTY DECISION-MAKING REGARDING INTERNAL GRANTS: DOES MONEY MATTER? Click here to see presentation handouts

(Track 5; key words: internal grants; enhancing teaching and learning; professional development; grant support)

Presenters: Linda Chiang, Professor; and David P. Colachico, Professor, Azusa Pacific University

How can the faculty development office help to channel faculty energies to enhance teaching effectiveness? How can it support faculty as lifelong learners and raise morale? This study sought to identify trends in faculty interests, drawing on the past five years of grant proposals submitted for internal funding. We examined reasons why faculty did/did not apply for this form of support. Further, we sought to identify how the projects that were funded benefited faculty. Findings from this study will provide guidance for future funding policy.

SPONSOR DEMONSTRATION: THE LEARNING HOUSE, INC.

FIVE WAYS TO INCREASE FACULTY BUY-IN FOR ONLINE INSTRUCTION

Balboa Bay II

8:00 AM - 9:00 AM

Presenter: David Clinefelter, Chief Academic Officer, The Learning House Inc.

Typically, the faculty is genuinely concerned about losing the ability to effectively teach students. Addressing concerns is a key step toward ensuring the online experience will be a success for both faculty and students. This session offers recommendations for addressing and resolving faculty concerns.

Target Audience: Presidents, VPAA's, Deans, chief executive officers

CONCURRENT SESSIONS

CS-41 TOPIC: SUPPORTING SUCCESS FOR NON-TRADITIONAL STUDENTS

Newport Beach II

9:15 AM - 10:15 AM

Moderator: William Hale, Professor, Brandman University

TRANSFORMING THE CLASSROOM EXPERIENCE FOR IMPROVED STUDENT SUCCESS: ONLINE TEACHING AND LEARNING DIMENSIONS

(Tracks 1, 2; key words: online learning, online teaching, continuous quality improvement, student development, faculty development, quality)

Presenter: Freda Hartman, Dean, University of Phoenix

Classroom learning and teaching experiences that are transformative for both students and faculty can be accomplished in online education. This session will explore the dynamics of creating classroom environments to advance student success and faculty effectiveness.

CHANGING HIGHER EDUCATION: SUPPORTING NON-TRADITIONAL UNDERGRADUATE STUDENTS

Click here to see presentation handouts

(Tracks 1, 2; key words: non-traditional students, support services, retention)

Presenter: Gail Lynam Dutcher, Program Chair, John F. Kennedy University

Many students who return to school after years away may not be well-prepared to be successful learners. What do non-traditional undergraduate students need to be successful? How can educational institutions provide this support? What techniques can impact retention?

THE NEW ECOLOGY IN HIGHER EDUCATION

(Track 2; key words: new ecology, retention, student preparation) Click here to see presentation handouts

Presenter: Mark Ryan, Chair, General Education, College of Liberal Arts, Ashford University

The online experience in higher education in the 21st century has provided a new ecology in terms of time and place for professors and students alike. This new ecology grew from an onsite pedagogical tradition. The better we understand that heritage the more we can appreciate each paradigm and the ongoing exchange of ideas, techniques and approaches in the teaching and learning process.

CS-42 THE ABC'S OF COURSE-EMBEDDED ASSESSMENT

(Track 1; key words: program assessment, course-embedded assessment)

Emerald Bay III Click here to see presentation handouts

Presenters: Twyla Tanaka, Director, Accreditation and Assessment; Laurie Dodge, Associate Vice Chancellor, Institutional Assessment and Planning; Lindsay Yossef, Assessment Coordinator; Kathryn Theuer, Associate Dean, School of Education; and Carla Piper, Faculty, School of Education, Brandman University

Brandman University assessment leaders provide an in-depth approach to creating an infrastructure for course-embedded assessment. By adopting this model, 21st century learning outcomes are developed, direct evidence of student learning is collected, and instructors are actively included. Participants create curriculum maps, develop rubrics, and discuss application of learned skills.

CS-43 MAJORED IN SCIENCE: MEETING THE ASPIRATIONS OF THE CLASS OF 2020

(Tracks 1, 2; key words: STEM, research universities, engaged learning, changing demographics)

Laguna Beach III

Presenters: Patricia Turner, Vice Provost, University of California, Davis; Mary Nisbet, Dean, Undergraduate Education, University of California, Santa Barbara; and Barbara A. Sawrey, Associate Vice Chancellor, Undergraduate Education, University of California, San Diego

Using data gathered in conjunction with University of California planning efforts, this presentation focuses on strategies under development to meet the aspirations of the increasing number of students who come to our campuses and similar research-intensive institutions with the goal of graduating with a degree in a STEM field.

CS-44 TOPIC: CONNECTING THE CLASSROOM, THE COMMUNITY, AND SERVICE LEARNING

Laguna Beach II

Moderator: Tom Buckles, Associate Professor, Azusa Pacific University

INCORPORATING COMMUNITY INTO ARTS EDUCATION

(Track 2; key words: community based collaboration within education.)

Presenter: Richard Shelton, Director, Integrated Learning, Otis College of Art and Design

Otis College of Art and Design strives to reexamine the role it plays within its community by shifting the boundaries of the classroom through a series of collaborative classes. Students are challenged to respond to social issues using their creativity and unique vision – a process we call Integrated Learning.

HOW CAN WE BALANCE STUDENT AND COMMUNITY NEEDS? PERSPECTIVES FROM THE COMMUNITY AND HIGHER EDUCATION

(Track 5; key words: service-learning; campus-community partnerships; community perspectives; community engagement)

Presenters: Sayaka Machizawa, Associate Director, Community Partnerships Department, The Chicago School of Professional Psychology; Michael Guarrine, Director of Health Program, Erie Neighborhood House

Community input is often not integrated into service-learning practices, although campus-community partnerships should be reciprocal. In this presentation, community staff and university staff share their perspectives on mutual partnerships and strategies to balance student needs and community needs.

CS-45 TOPIC: DATA ANALYSIS TO SUPPORT LEARNING

Balboa Bay I

Moderator: Sakile Camara, Assessment Coordinator, Mike Curb College of Arts, Media and Communication, California State University, Northridge

LEARNER ANALYTICS VIA THE CLOUD: SOPHISTICATED STATISTICS MADE EASY

(Tracks 1, 2, 4, 5; key words: academic informatics, analytics, web, warehouse)

Presenters: Scott Helf, Chief Technology Officer, Western University of Health Sciences; and Terence Ma, Associate Dean, Academic Affairs and Information Services, California Northstate University College of Medicine

How does one rapidly, easily, empirically, and elegantly combine, synthesize, and analyze multiple data sets to determine what variables lead to student success? How does one do this in an access-controlled, web environment? Join us to learn more.

INTEGRATING TECHNOLOGY INTO ASSESSMENT AND STUDENT LEARNING

Click here to see presentation handouts

(Track 1; key words: technology, assessment, student learning, rubrics)

Presenters: Bobbi Makani, Director, Assessment; and Prabha Chandrasekar, Tech Consultant, San José State University; Felix Lim, Dean/Chair, Grace Christian College

This presentation demonstrates how academic institutions can use technology to evaluate course-embedded measurements and then use the results to assess student competencies. Using a learning management system, rubrics are set up and then mapped out towards learning objectives to measure competencies based on the program learning outcomes.

CS-46 ASSESSMENT AND INSTITUTIONAL RESEARCH: FORGING THE LINK

(Tracks 1, 3; key words: outcomes assessment, institutional research, organizational alignment, restructuring, collaboration)

Emerald Bay II

Presenters: Christina Leimer, Associate Vice President for Institutional Effectiveness, California State University, Fresno; Kathi Ketcheson, Director and Research Professor, Office of Institutional Research and Planning, Portland State University

Often outcomes assessment and IR are considered distinct, separate functions, without overlap. We argue that they are complementary. Drawing on our experience with both, we show how collaboration between assessment and IR creates synergy, distributes the workload, strengthens assessment quality, and helps develop a culture of evidence and improvement.

9:15 AM - 10:15 AM

CS-47 TOPIC: SURVEYS TO SUPPORT LEARNING, ENGAGEMENT, AND INSTITUTIONAL EFFECTIVENESS

Emerald Bay I

Moderator: Jenifer Winter, Assistant Professor, University of Hawai'i, Mānoa

WHAT DID STUDENTS MEAN WHEN THEY CHECKED THAT BOX? USING QUALITATIVE DATA TO EXPLAIN NSSE RESULTS

Click here to see presentation handouts

(Track 1; key words: educational effectiveness indicators, qualtitative measures, direct and indirect assessment)

Presenter: Lisa Bortman, Assistant Provost, Pepperdine University

Universities collect data from multiple sources. Surveys often examine students' perceptions and self-reported responses. The results then have to be interpreted and applied. Often we don't know exactly what students meant. By taking NSSE responses one step further through focus groups we can obtain rich descriptive findings.

USING CIRP SURVEYS TO IMPROVE THE STUDENT EXPERIENCE AND PROMOTE INSTITUTIONAL EFFECTIVENESS

(Track 1; key words: assessment of student learning, use of survey data in accreditation)

Presenters: Laura Palucki Blake, Assistant Director, Cooperative Institutional Research Program (CIRP), University of California, Los Angeles; Wendy McEwen, Director, Institutional Research; and Ed Wingenbach, Associate Vice President, Academic Affairs, University of Redlands

Surveys aid in the examination of the impact college has on students. Results offer institutions helpful information about the undergraduate student experience. This session will provide examples of institutions using survey results for accreditation and suggest innovative approaches to incorporating data and lessons learned in accreditation to increase institutional effectiveness.

THE AFI FELLOW ENGAGEMENT SURVEY OF MAY 2011: LESSONS LEARNED AND PROSPECTS FOR FUTURE DIRECTIONS

(Track 1; key words: engagement, activities, support, facilities, services)

Presenter: Joe Petricca, Executive Vice Dean, Planning, Assessment, and Research, American Film Institute

The AFI Engagement Survey gathered Fellows' perspectives on factors that influenced their educational experience at the Conservatory, including 1) how well the Conservatory succeeded in teaching its core values and objectives; 2) quality of training; 3) types and frequency of academic and co-curricular activities; 4) AFI facilities; 5) support services; and 6) prospective services. Results provided useful insights into areas for improvement.

REDESIGNING WASC

8:00 AM - 10:15 AM

CHIEF ACADEMIC OFFICERS' FORUM, *continued.*

Bristol III

Presenter: Teri Cannon, Executive Vice President, Accrediting Commission for Senior Colleges and Universities, WASC

This expanded session will offer an opportunity for attendees to ask questions and provide comment on forthcoming changes to the WASC Handbook of Accreditation and institutional review process. As context, we will cover national policy concerns about higher education and accreditation, public expectations for accountability and quality assurance, recommendations of the American Council on Education (ACE) Task Force on the Future of Accreditation, and recommendations from the National Advisory Committee on Institutional Quality and Integrity (NACIQI). Changes to the Handbook of Accreditation include a new institutional review process (with off-site reviews and streamlined timeline); an enhanced focus on retention and graduation at both undergraduate and graduate levels; new emphasis on the meaning and rigor of degrees; required reporting on undergraduate student learning, both in the majors and in common areas of competence; and proposed new policies on board governance and graduate education.

SPONSOR DEMONSTRATION: STEVENS STRATEGIES

9:15 AM - 10:15 AM

HOW TO EFFECTIVELY MANAGE BEST PRACTICE POLICIES THROUGHOUT YOUR INSTITUTION

Balboa Bay II Click here to see presentation handouts

Presenter: Stephen Lazarus, Senior Consultant, Stevens Strategy, LLC

This session will address the importance of having up-to-date, accessible institutional policies to guide institutional activities and describe a process for developing and managing best practice policies throughout the institution. We will provide an overview of Stevens Strategy's Institution-wide Policy Manual Development Service and how it can be used to address relevant WASC accreditation standards and USDE policy requirements, as well as mitigate risk, enhance stakeholder relationships, and otherwise allow for smooth administrative operations.

Target Audience: Chief executive officers, academic and financial affairs officers, accreditation officers, and professionals assigned policy oversight responsibilities

SNACK BREAK

10:15 AM - 10:45 AM

LEARNING COMMONS LOUNGE

Pacific Ballroom

CONCURRENT SESSIONS

10:45 AM - 11:45 AM

CS-48 DEVELOPMENT OF AN ELECTRONIC PORTFOLIO TO ASSESS PROGRAM LEARNING OUTCOMES FOR A MASTER'S DEGREE IN SPECIAL EDUCATION IN A DISTRIBUTED CAMPUS SYSTEM

(Tracks 1, 2; key words: program learning outcomes, program learning assessment)

Balboa Bay I Click here to see presentation handouts

Presenters: Lynn Larsen, Associate Dean; and Melissa Phillips, Assistant Professor, Brandman University

A team of special education faculty decided to replace the comprehensive exam with an electronic portfolio. The portfolio was viewed as a more accurate assessment tool for program learning outcomes and in addition provided students with an opportunity for reflection on their learning. The team developed a portfolio template, a scoring rubric, and submission guidelines. A pilot of the portfolio process has provided rich data and revealed areas for improvement.

CS-49 PATHWAYS TO ENGAGING THE MILLENNIAL STUDENT

(Track 2; key words: millennial, process, outcomes, project-based learning)

Emerald Bay II

Presenters: Parna Sengupta, Associate Director; Lee West, Associate Director; Osama El-Gabalawy, Student; Laurie Rumker, Student; and Zachary Yellin-Flaherty, Student, Stanford University

The greatest gains for millennial students occur when they are challenged to define and solve problems of their own choosing. In this session, freshmen will present their process of learning from research projects. Discussion will focus on structuring projects to align the millennial student with high-level learning objectives.

CS-50 THE IMPACT OF SCHOLARSHIP ON TEACHING AND LEARNING

(Track 1; key words: scholarship of teaching and learning)

Newport Beach II

Click here to see presentation handouts

Presenters: Laurie Schreiner, Professor and Chair, Doctoral Programs in Higher Education; Rhoberta Haley, Director, Doctoral Nurse Practitioner Program; Cahleen Shrier, Professor, Biology; Willetta Toole-Simons, Associate Professor, Biology; and Pamela Christian, Chair, Doctoral Studies in Education, Azusa Pacific University

Establishing a culture of scholarship at an institution with a strong teaching identity requires evidence that engaging in research has a positive impact on teaching and learning. This session features three separate studies of the impact of both faculty and student scholarship on teaching, student success, and campus ethos.

CS-51 TOPIC: BROAD INVOLVEMENT TO SUSTAIN AND BUILD ASSESSMENT

Laguna Beach III

Moderator: Kenya Covington, Assessment Liasion, Department of Urban Planning, California State University, Northridge

BUILDING A SUSTAINABLE ASSESSMENT STRUCTURE

(Tracks 1, 3; key words: assessment, strategic planning, budgeting, technology)

Click here to see presentation handouts

Presenters: Soraya Coley, Provost and Vice President, Academic Affairs; Andreas Gebauer, Chair, Chemistry, and Coordinator, Faculty Assessment; and Laura Hecht, Assistant Vice President, Institutional Research, Planning and Assessment, California State University, Bakersfield

Using the CSUB approach as a template, this presentation will identify the existing assessment structure on participants' campuses, then focus on how to improve the existing structure, make it sustainable, and connect it to the university strategic planning and budgeting process. We will also discuss the role of technology in this process.

CONSISTENTLY CONNECTING STUDENTS, FACULTY, AND STAFF TO THE ASSESSMENT PROCESS

(Track 1; key words: student involvement, core and adjunct faculty and staff involvement, using assessment feedback)

Click here to see presentation handouts

Presenters: Terri Davis, Chair, Program Review Council; and Deborah Panter, Associate Professor, Legal Studies, John F. Kennedy University

Students in the John F. Kennedy University College of Undergraduate Studies connect program learning outcomes to their service learning projects and capstone projects. Core faculty and adjunct faculty work together to create and test rubrics and to produce quantitative results. An annual learning forum involves the entire campus community.

CS-52 FINANCIAL MANAGEMENT FOR ACADEMIC LEADERS. WHY IS THERE NEVER ENOUGH MONEY? WHAT BUSINESS MODEL IS BEST FOR MY INSTITUTION?

(Track 3; key words: financial sustainability, business models, budget strategies, resource alignment)

Laguna Beach I

Click here to see presentation handouts

Presenter: Ron Lau, Vice President and Chief Financial Officer, Charles R. Drew University of Medicine and Science

This session offers an interactive review of finance basics for public and private institutions. Using Charles R. Drew University as a case study, we will discuss alternative business models; alignment of resources with academic priorities; and how to conduct a budget cutting process when resources are decreasing. We conclude with ways to build a business model that fits your institution.

CS-53 TOPIC: SUPPORTING STUDENT SUCCESS

Emerald Bay I

Moderator: Joan Wines, Professor and Chair, English, California Lutheran University

ARE WE HELPING FRESHMEN SUCCEED? RESULTS OF FRESNO STATE'S ACADEMIC SUCCESS COURSE INITIATIVE

(Tracks 1, 2; key words: at-risk freshmen, course design, student retention, program assessment, evidence-based decision-making) Click here to see presentation handouts

Presenters: Dmitri Rogulkin, Senior Research Analyst; Dennis L. Nef, Dean, Undergraduate Studies, and Associate Vice President, Academic Programs and Resources; Tosha Giuffrida, Coordinator, SupportNet; and Marie Provencio, Instructor, California State University, Fresno

Freshmen who get into academic trouble graduate at very low rates. The Academic Success Course initiative was designed to help these students return to good standing, continue into their second year, and improve their potential for graduating. Participants improved their GPA more and had higher retention rates than non-participants.

RAISING RETENTION RATES: CENTERING ON STUDENT SUCCESS

(Track 1; key words: student success, retention, integrated approach, assessment, data-driven decision-making)

Presenters: Margaret Leary, Associate Dean of Students; Carole Huston, Associate Dean, College of Arts and Sciences Click here to see presentation handouts

We will explain how taking a more systematic approach to student success has helped us better understand our students, implement broad-based strategies for their success, and strategically target groups that leave at higher rates. Combining these strategies with assessment has led to data-driven decision-making, streamlined processes and improved retention rates.

CS-54 PARTNERING WITHOUT TEARS: CO-SOURCING FOR STUDENT SUCCESS AND MUTUAL PROFIT

(Tracks 1, 2, 3; key words: student success; enrollment, retention, persistence, career counseling, co-sourcing)

Laguna Beach II Click here to see presentation handouts

Presenters: James Samels, President, The Education Alliance; John Hall, CEO, Greenwood & Hall; and Todd Rickel, President, Herzing University Online

This presentation will provide an interactive 60-minute conversation among three national leaders in collaborative higher education and co-sourcing of shared services. In an era of cost containment and significant expense reduction on campus, co-sourcing has gained traction with smaller scale institutions for a wide and varied array of services, from academics, technology, and fundraising to student services.

CS-55 AN ACTIVE INSTITUTIONAL LEARNING OUTCOMES PROCESS: FORMING THE FOUNDATION FOR A BACCALAUREATE DEGREE QUALIFICATIONS PROFILE

(Tracks 1, 2, 4, 5; key words: degree qualifications profile; institutional learning outcomes; participatory process)

Emerald Bay III Click here to see presentation handouts

Presenters: Sharon Green, Coordinator, Learning & Assessment; Sally Murphy, Director, General Education; Donna Wiley, Associate Director, Academic Programs and Graduate Studies; Andrea Lum, Special Assistant to the Associate Vice President of Academic Programs and Graduate Studies; Michael Lee, Professor, Geography & Environmental Studies, and Chair, Committee on Academic Planning and Review; and Susan Opp, Associate Vice President, Academic Programs and Graduate Studies, California State University, East Bay

As the basis for a baccalaureate degree qualifications profile, the development of institutional learning outcomes needs to involve all university constituencies. We will show how to engage faculty, staff, students and administrators in an active, inclusive, and participatory process to develop institutional learning outcomes.

REDESIGNING WASC

10:45 AM - 11:45 AM

WASC 2012 ANNUAL REPORT: UNDERSTANDING THE 2012 ANNUAL REPORT

Bristol III

Presenters: Henry Hernandez, Communications and Information Systems Manager, and Brenda Barham Hill, Associate, Accrediting Commission for Senior Colleges and Universities, WASC

This session provides an overview of the 2012 web-based Annual Report with an emphasis on changes from last year. In particular we will review the new Financial Indicators section, which is now specific to institution type (non-profit, public, for-profit) and the new WASC policy on reporting dual and joint degree programs. There will be time for questions and answers.

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10:45 AM - 11:45 AM

EVALUATIONS- RESPONSE RATES, BEST PRACTICES

Balboa Bay II

Presenter: Brad Zentner, AVP Sales, Higher Education, Scantron Corporation

This open forum discussion will focus on identifying challenges of the faculty evaluation process. This is a discussion about process, not product, with a goal to solicit feedback, ideas, and best practices from the audience. If you are involved with the evaluation process at your institution, if you're concerned with the quality of responses from online surveys, if your response rates have declined with the movement to online, or if your institution has found ways to maintain high levels of responses, we invite you to join our interactive discussion. To facilitate open dialog, our discussion will focus on course evaluation processes, online response rates, online responders, the mobile student, and misconceptions with the overall process.

CLOSING PLENARY

12:00 PM - 1:00 PM

ORIENTING OURSELVES IN FREE FALL

Catalina Ballroom

Introduction: Anna DiStefano, Professor, Fielding Graduate University, and Chair, Redesign Steering Committee, Accrediting Commission for Senior Colleges and Universities, WASC

Speaker: Ken O'Donnell, Associate Dean, Academic Program Planning, Office of the Chancellor of the California State University

Innovation is prized in most fields, but in higher education that hasn't been the case. Is it any wonder we fail to serve the fastest growing shares of our students? For their sake and ours, it may be time to embrace the new. Factory-style delivery and administrative expedients like inputs, credit hours, and interchangeable three-unit courses may have outlived their usefulness. Worse, they obscure the real value of what we offer. So the public wonders what it gets for its investment, and our students, too often, simply leave. It's enough to inspire vertigo. Not just the rug but the floor and ground feel pulled out from under us, as indispensable structures turn out to be mere habit. Can we organize ourselves to better foreground the value of learning? Probably — by recourse to the constants in education: its social dimension, the satisfaction of intense personal development, and above all its practical value. A new status quo lies ahead, calling on us to aim our work at what really matters, orienting ourselves in free fall.

Backchan.nl Moderator: Richard Osborn, Vice President, Accrediting Commission for Senior Colleges and Universities, WASC

NOTE: Seating is limited in the Catalina Ballroom. Plenary overflow seating with live feed will be located in the Fountain Terrace room.

POST-CONFERENCE WORKSHOPS Pre-registration required

W-7 HOSTING A VISIT – OR HOW TO MAKE THE VISITING TEAM FALL IN LOVE WITH YOUR INSTITUTION

Balboa Bay II

Facilitators: Diane Harvey, Vice President; and Keith Bell, Associate, Accrediting Commission for Senior Colleges and Universities, WASC

Institutional Representatives: Carol Ann Gittens, Associate Professor; and Diane Jonte-Pace, Vice Provost, Academic Affairs, Santa Clara University

Is your institution finishing up under the 2001 two-visit review process? Are you in Eligibility or Candidacy? And will you be hosting an ACSCU/WASC site visit in fall 2012 or spring 2013? If so, this workshop can help you prepare for that all-important event. WASC staff will explain logistics, communication, agendas, team protocols, and strategies for hosting the team. Experienced institutional representatives will share advice, along with tips for a successful visit. If you are wondering what questions the team is likely to ask, what evidence-gathering techniques they may use, and what practices for presenting evidence have worked well for others, this workshop can offer some answers.

W-8 ASSESSMENT FOR ADMINISTRATORS: PROVIDING LEADERSHIP FOR EDUCATIONAL EFFECTIVENESS

Emerald Bay II

Facilitators: Mary Allen, Consultant and former Director, California State University Institute for Teaching and Learning; and Amy Driscoll, Consulting Scholar, Carnegie Foundation for the Advancement of Teaching, and former Director, Teaching, Learning, and Assessment, California State University, Monterey Bay

This workshop is designed for presidents, provosts, vice presidents, deans, and other administrators who play a key role in institutionalizing student learning assessment. We address assessment in the context of organizational management policies and practices. Participants will identify strategies, pose questions, and address the challenges of implementing assessment at their institutions. Topics include assessment language; processes; how to encourage faculty and staff to use assessment for reflection and improvement; and integrating assessment into planning, budgeting, and institutional decision-making.

W-9 PLANNING, IMPLEMENTING, AND MANAGING ONLINE PROGRAMS

Emerald Bay I

Facilitator: Kartikeya "Kartik" C. Patel, Associate Professor, Institute of Transpersonal Psychology

This workshop will focus on the key issues that dictate success or failure of an online program. We will consider technology infrastructure, needs of faculty and support services, budgetary planning, program assessment and review, and online student learning assessment issues. We will also address critical questions such as "How do online programs fit into the overall institutional long-range planning, budgeting, assessment, and educational effectiveness framework?" and "What are successful strategies in managing online programs so that curricular standards are met, new students recruited, and enrolled students retained?"

W-10 ASSESSING STUDENT LEARNING: BEST PRACTICES IN CAPSTONE EXPERIENCES

Click here to view workshop presentation and handouts

Emerald Bay III

Facilitator: Mimi Czarnik, Professor, English, Alverno College

In this interactive workshop, participants will learn about ways that capstone experiences can help students synthesize their learning within their major, as well as demonstrate their achievement in core college competencies. Participants will review several capstone models, share best practices, and discuss ways to use technology to support and document assessment of students' learning in and beyond their majors.

10:45 AM - 11:45 AM

W-11 METALEARNING: WHY STUDENTS NEED BRAIN-BASED LEARNING SKILLS — AND HOW TO TEACH THEM

Balboa Bay I

Click here to view materials for this workshop: http://learninghabits.wordpress.com

Facilitators: Stephen Carroll, Lecturer, Santa Clara University; and Melissa Ganus, Lecturer, Seattle Community Colleges

In the 21st century, professional and personal success depends on being able to adapt swiftly and effectively to rapidly changing circumstances. Thus one of the most critical skills students need to learn is how to learn, metacognitively and with maximum efficiency. In this workshop, you'll learn by doing – experiencing brain-based learning activities and pedagogies you can adapt and use to improve your students' learning outcomes and lives. You'll leave with resources, tools, and curricula to facilitate metalearning and a modern assessment tool to help demonstrate that it works.

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Indiana University Center for Postsecondary Research
nsse.iub.edu

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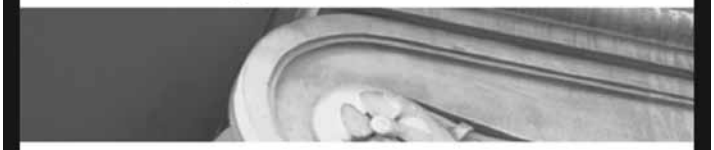

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