Thursday, October 24

9-10:00 a.m.  Registration – Upstairs Foyer (Registration Area 11)

10-11:30 a.m.  Institute Context-Setting and Opening Plenary – Capitol Ballroom A

- Welcome and Institute Overview
  Rebecca Karoff, Senior Special Assistant to the Senior Vice President for Academic and Student Affairs, UW System

- Out in Front: Building Engagement and Capacity around Cutting-Edge Higher Education Initiatives
  Ken O'Donnell, Senior Director, Student Engagement, California State University Office of the Chancellor

Providing historical perspective and contemporary reflection, this opening keynote will get participants thinking and moving on how we engage with, and build capacity around the cutting-edge initiatives in which we are involved in an ever-evolving higher education landscape.

11:45-12:30 p.m.  Lunch – Senate A and B

12:30 - 4:15 p.m.  Workshops: Participants may choose from among four workshops.  
(break 2:30-2:45)

1) Conference Room II – Mapping Your Way to Effective Assessment – Carleen Vande Zande, Associate Vice Chancellor for Curricular Affairs and Student Academic Achievement, UW-Oshkosh

In this workshop, participants will investigate the benefits and strategies of curriculum mapping to design effective assessments and assessment plans. Mapping activities will provide participants with opportunities to understand:

- the foundational role of learning outcomes or competencies in mapping and assessment planning;
- how mapping fosters faculty dialogue leading to greater coherence across the curriculum;
- how mapping enables faculty to identify inconsistencies, gaps in content or redundancies at the course or program levels;
• how developmental learning approaches build upon prior learning experiences and content; and
• how to link curriculum maps to assessment plans.

The workshop will also focus on how curriculum maps may be used to design effective assessment plans through the alignment of curricula and learning outcomes to assessment formats and strategies. The workshop will stimulate discussions about learning priorities and the assessment practices that support those priorities, and build a shared context for planning, reviewing, and interpreting student learning results over time. Mapping can be used to discuss transfer policies and issues related to student assessment across institutions at the point of transfer. Lastly, mapping will be used to analyze if our articulated learning priorities are substantiated through student learning results. Examples of curriculum maps and assessment plans from UW System institutions serve as models for this workshop. Participants are asked to bring program/course learning outcomes, current assessment plans, and authentic examples from their own work as a basis for workshop experiences.

2) University Room CD – Common Ground: Using Rubrics for Meaningful Evidence of Shared Standards – Ashley Finley, Senior Director of Assessment and Research, AAC&U

Identifying what matters in terms of both stated competencies and assessment are vital for communicating student success, as well as programmatic success. Well-articulated rubrics provide a foundation for communicating and assessing standards for students’ demonstrated achievement of learning goals. As a result, campuses nationwide are increasingly integrating direct assessment of student learning into their assessment portfolios. In this workshop, participants will use the AAC&U Critical Thinking VALUE rubric to engage in a rubric training exercise designed to foster understanding of rubrics as tools for evaluating student gains in learning over time and the application of a rubric to score a sample of student work. The goal of the workshop is to emphasize the essentialness of faculty discussions around the interpretation of rubrics, application of performance levels, and use of results for successful implementation and sustainability of direct assessment. In the final part of the workshop, we will consider the role of intentional assignment design to promote better learning and assessment of learning outcomes. Campus examples of calibration, implementation of the rubrics, and the use of evidence from direct assessment to improve student learning will also be shared.

3) University Room AB – Assessing Prior Learning through Portfolio Assessment – Lauren Smith, Director of Adult Learning, UW-Whitewater

It is becoming increasingly common for non-traditional age students to come to UW institutions with prior learning they acquired, outside of the college classroom, through non-credit professional development, self-study, and work-based training. Furthermore, students who participate in prior learning assessment may have higher graduation and persistence rates than students who do not participate. This workshop will engage participants in exploring and practicing strategies to build valid and reliable course-based and competency-focused portfolio assessments of prior learning, including:

• how prior learning assessment (PLA) by portfolio can be an integral part of the learning process for non-traditional adult students;
• the essential steps to building a learner-focused PLA portfolio development process; and
• portfolio evaluation methods, such as the identification of critical course-based competencies, the development of standards and criteria to define levels of acceptable learning, and the development of quality tools and rubrics to guide portfolio evaluation.
In the second half of the workshop, participants will have the opportunity to conduct a portfolio review using sample portfolios and evaluation tools developed by faculty at UW-Whitewater. Finally, participants will reflect on current PLA portfolio review processes and how they may build portfolio evaluation tools for courses within their departments. Participants are asked to bring a course syllabus and laptop to facilitate these activities. Participants are also encouraged to bring examples of processes created at their institutions, such as portfolio development course syllabi, student handbooks, or faculty guides.

4) Capitol Ballroom A – The UW Flexible Option and Critical Ingredients of Competency-based Assessment – Ryan Anderson, Director of Instructional Design and Development, and Thayer Reed, Assessment Project Manager, both at UW-Extension Division of Continuing Education, Outreach and E-Learning.

The UW Flexible Option (UW Flex) is a portfolio of degrees, certificates and courses drawn primarily from the UW System’s existing program array that will be offered through self-paced, competency-based formats for adult students. UW Flex is built on best-practice educational principles and learning science, including learning-outcomes assessment and instructional design principles.

While designed for faculty and staff working to develop Flex curricula, this workshop is open to participants interested in writing strong competencies and developing the assessments to measure the targeted student learning. A significant amount of time will be devoted to discussing practical tools and tips. Workshop participants will be provided with an opportunity to practice writing discipline-specific competencies and related student learning assessments. We will also discuss the importance of curated discipline-specific resources and ways in which to optimally utilize technology and instructional design to provide an effective, flexible learning environment for adult learners. The workshop will culminate with a tour of a completed UW Flex example built in Desire2Learn, the UW System’s learning management system.

This is an interactive workshop. Please come prepared to engage in activities and discussions with the session moderators and your colleagues.

4:30-5:30 p.m.  Hot Topic Discussions
Participants can choose among the following topics for discussion:

❖ University Room AB – Naming and Claiming in the Era of Blaming – led by Bill Keith, UW-Milwaukee

Bill Keith will invite participants to respond to a series of provocations about how we can frame innovations like Flex and and LEAP in the face of widespread criticisms about the cost, value and meaning of post-secondary education. How do we frame our virtues, values and value in the context of skepticism and tight budgets?

❖ University Room CD – Providing better evidence for student learning through competency-based transcription – led by Rebecca Karoff, UW System

It remains a challenge to represent in a more comprehensive manner authentic evidence of our students’ learning. Using the IGNITE presentation model, in which slides are shown in quick succession, this “hot topic” will show a vision for competency-based transcription—which seeks to provide that more authentic evidence—followed by input and discussion from participants.
about additional ways to provide better evidence for students learning. While still under development, the Flex transcript is envisioned as a portable, real-time record of the student’s educational pathway, one that is meaningful not only to the student, but also to employers and other institutions inside and outside the UW System.

- Capitol Ballroom – Introducing the Global Learning Qualifications Framework to assess prior learning – led by Nan Travers, Empire State University, via Video

One of the most critical debates regarding prior learning assessment has focused on how quality is ensured. Research (Travers, 2013) indicates that, in part, the lack of a definition for college-/university-level learning contributes to the difficulty to ensure good assessments. Through a Lumina Foundation grant, the Global Learning Qualification Framework was developed through extensive research into national qualification frameworks from around the world, and provides a structure to assess undergraduate college-/university-level learning. This presentation will share the GLQF and provide an opportunity to discuss the issues behind assessing prior learning.

5:30-6:30 Reception with Cash Bar – Capitol Ballroom B
Dinner on Your Own

Friday, October 25

7:30-8:30 a.m. Breakfast – Capitol Ballroom A
Sign-up to meet with a consultant during morning “team-time.”

8:30-10:30 a.m. Team- and Work-time – Capitol Ballroom A, Senate Room A, Senate Room B
Dedicated work time for teams and other participants to meet, plan, apply, and advance their assessment practice within the contexts of their teaching and learning environments, departments, institutions, and initiatives.

10:30-10:45 a.m. Coffee Break

10:45-12:00 noon Plenary: The Degree Qualifications Profile: Toward Consensus, For Learning – Susan Albertine, AAC&U- Capitol Ballroom A

In 2011, the Lumina Foundation released the Degree Qualifications Profile (DQP), a framework designed to identify and establish specific learning expectations for graduates receiving a particular degree. The DQP seeks to develop shared understanding of what constitutes a degree—in terms of learning outcomes, demonstrated quality, and levels of achievement—for students, faculty, institutions, and the public. AAC&U has taken responsibility for drafting and testing the Degree Qualifications Profile, and is engaged in this work purposefully, with and for its membership. Susan Albertine’s plenary will explore the DQP in principle and in practice, with attention to its adaptability and utility, and to the value of debating its merits.
12:15 – 1:15 p.m.  Lunch with *Hot Topic* Discussion – Capitol Ballroom A

**Reaching the New Majority: Getting to Equity and Inclusion with and for our Students – led by Vicki Washington, Associate Vice President for Equity, Diversity and Inclusion, UW System**

As we reform curricula and innovate delivery models with the goal of increasing educational attainment and reaching populations of underrepresented and underserved students who have not been well-served by higher education, are we adequately attending to equity and inclusion? Are we focused jointly on pursuing excellence and equity? On compositional diversity and the learning and institutional climates we create for students? Do we take and share responsibility for eliminating inequities? Do we align resources and practice with our stated goals? Do we set performance expectations and measure, and then continuously assess the outcomes? Do we modify strategies and practice when needed? In this lunch-time plenary, Vicki Washington will lead participants in a discussion and sharing of strategies for getting to equity and inclusion for and with our students.

1:30-2:15 p.m.  Final Team Time and Poster Development – Capitol Ballroom A

Participants will have the opportunity to engage in creative synthesis of their Institute learning, to be posted and shared during the Gallery Walk.

2:15 – 3:00 p.m.  Gallery Walk and Institute Take-Aways – *Facilitated by Bill Keith, UW-Milwaukee* – Capitol Ballroom A

Featuring the work accomplished by teams over the two days and the opportunity to win prizes!

*Revised 10/23/13*