EDITED BY JANE MARIE SOUZA
AND TARA A. ROSE

EXEMPLARS OF ASSESSMENT IN HIGHER EDUCATION, VOLUME TWO

Strategies for a Changing Higher Education Environment

AAC&U

ROUTLEDGE

"In my roles at my institution and AGLS, I live and breathe general education and its continuous improvement… so I naturally skipped to the gen ed chapters first. However, I was quickly drawn to sections that can inform our broader work on timely and pressing issues of DEI, the pandemic and online learning, and career readiness. Having real case studies with successes and lessons learned (particularly from the crazy last few years) with nuts-and-bolts tools from a variety of institutional types means no one has to start their assessment efforts from scratch. I will advertise this volume to all our members!"

Stephen Biscotte, PhD, Assistant Provost for Undergraduate Education and Instructor, *School of Education at Virginia Tech*; President, *Association for General and Liberal Studies*

"Employers today are constantly reporting that employees often don't have the requisite communication, critical thinking, information literacy, quantitative reasoning, and social and cultural awareness skills needed in today's global economic workforce. This book points out not only the fact that these skills are taught across the curriculum in postsecondary educational institutions but that their attainment is measured and revisions to the curriculum are made as a result of the data. A must read for any higher education professional who has a genuine interest in ensuring the best prepared graduates for today's world and beyond."

Belle Wheelan, PhD, President, *Southern Association of Colleges and Schools Commission on Colleges*

"College assessment practices need to be designed and implemented considering the changing environments brought about by the pandemic, calls for social justice, and heightened attacks on the value of higher education. The volume provides diverse examples of innovative ways institutions are successfully using assessment data to prepare students for the 21st century explicitly taking into account these structural contexts. Highlighting both the quantitatively and qualitatively rich understandings of success, each chapter details how assessment data can be used to work toward more equitable student experiences and outcomes and demonstrate how students are mastering career competencies within degree programs."

Mary Gatta, PhD, Director of Research and Public Policy, *National Association of Colleges and Employers (NACE)*

"This volume of *Exemplars of Assessment* offers readers plentiful examples of assessment's significance and impact in a variety of contexts. Each individual chapter provides rich information to enhance knowledge and inform professional practice. Collectively, the chapters provide a mosaic of compelling, contemporary issues facing the higher education sector. Faculty members, student affairs educators, assessment professionals, administrators, policy-makers, researchers—indeed, anyone with a stake in improving student learning—will find this book a beneficial addition to their professional library."

Stephen P. Hundley, Chair, Assessment Institute in Indianapolis and Executive Editor, *Assessment Update*

"The diversity of institutions and the varied perspectives on assessment practices in the second volume of *Exemplars of Assessment in Higher Education* make this book a must read for institutional leaders and educators asking how to center DEI within assessment strategies. The honest and candid reflections of the authors are inspiring and approachable for professionals at any stage in their careers."

Tia Brown McNair, Vice President for Diversity, Equity, and Student Success and Executive Director for TRHT Campus Centers, *American Association of Colleges & Universities (AAC&U)*

"Loss of public trust has rendered higher education vulnerable and dubious as academicians lobby and plead for its worth and value to society. As student achievement metrics like graduation and retention fall prey to grade inflation, Souza and Rose offer practical solutions like learner records and student ownership of articulated competencies to address public demand for practical, real-world education while maintaining the Academy's commitment to liberal arts education, habits of mind, and civic engagement."

Josephine Welsh, PhD, Associate Provost of Academic Affairs, *Delta State University*

"Our assessment professional community has a wealth of experiences and insights to share that can offer support in the process of assessment for learning. When facing new challenges in higher education assessment, I've learned some of my most valuable lessons from colleagues who had gone through something similar. The second volume of *Exemplars of Assessment in Higher Education* offers the reader a worthwhile opportunity like this, to access and learn from our colleagues' experiences of working through

assessment challenges at a variety of institutions during the COVID-19 pandemic. It's sure to be a helpful resource to assessment professionals- we can learn so much from each other!"

<div align="right">

Gina B. Polychronopoulos, PhD, Associate Director of Curricular
Assessment, *George Mason University*; Associate Editor,
Research & Practice in Assessment

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EXEMPLARS OF ASSESSMENT IN HIGHER EDUCATION, VOLUME TWO

In this second volume of the successful *Exemplars of Assessment in Higher Education*, editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions, including international contributions. Building upon the work of the first volume, the case studies in this book reflect the changes in assessment and higher education in the post-Covid education environment.

The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas: career readiness; distance education; diversity, equity, and inclusion; or general education. Each part of the book discusses one of these four areas, with chapters that feature real-life examples from the educators who teach at the college or university. Featuring a Foreword by AAC&U President Lynn Pasquerella, the work highlighted in this book is also aligned with AAC&U's Valid Assessment of Learning in Undergraduate Education (VALUE) initiative to help educators make the best decisions about measuring student learning.

This book is ideal for university educators and assessment practitioners looking to diversify and enhance their assessment practices.

Jane Marie Souza is Associate Vice Provost for Accreditation and Accreditation Liaison Officer at the University of Rochester, USA.

Tara A. Rose is Director of Assessment and Interim Associate Vice Provost at Louisiana State University, Baton Rouge, USA.

EXEMPLARS OF ASSESSMENT IN HIGHER EDUCATION, VOLUME TWO

Strategies for a Changing Higher Education Environment

Edited by
Jane Marie Souza and Tara A. Rose

AAC&U

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ABOUT THE EDITORS

Jane Marie Souza, PhD, serves as the Associate Vice Provost for Accreditation and Accreditation Liaison Officer at the University of Rochester. She served as the 2019–2020 president of the Association for the Assessment of Learning in Higher Education and previously served as editor for the organization's publication, *Intersection*. Dr. Souza has served on accreditation teams for the New England Commission on Higher Education, Middle States Commission on Higher Education, Accreditation Council for Pharmacy Education, and Council on Podiatric Medical Education, where she was a member of the Council 2016–2019. Dr. Souza has been involved with assessment in education since the 1990s when her class was designated a "Lighthouse" site in the state of Massachusetts for her work with curricular alignment and assessment. While working with pharmacy education 2011–2015, she was elected chair of the Assessment Special Interest Group of the American Association of Colleges of Pharmacy and recognized with an Excellence in Assessment award. Dr. Souza served as an assessment consultant for institutions across the country, offering workshops on the use of technology in the classroom, mapping curricular outcomes, and meeting accreditation standards through effective assessment. She has presented at conferences including the Association for Institutional Research, Middle States Commission on Higher Education, Association for the Assessment of Learning in Higher Education, Drexel Assessment Conference (keynote), Assessment Institute in Indianapolis (section keynote), Texas A&M, and Association for Medical Education in Europe. Dr. Souza holds a PhD in Higher Education Administration from the University of Nebraska, an

MEd in Curriculum Development from Curry College, and a BA in English from the University of Massachusetts.

Tara A. Rose, PhD, serves as the Director of Assessment and Interim Associate Vice Provost at Louisiana State University in Baton Rouge. She leads academic quality efforts including strategies for direct, performance-based assessment of student learning at the course, program, and university levels. Dr. Rose has over 20 years of experience in assessment and outcomes analysis. She began her career with a nonprofit organization and has also spent time at the state level working for the Kentucky Legislative Research Commission and the Kentucky Council on Postsecondary Education. She previously served as the Director of Assessment at the University of Kentucky and has also taught at Eastern Kentucky University in the Department of Homeland Security. Dr. Rose was a founding member of the Association for the Assessment of Learning in Higher Education (AALHE), and has participated as a Board Member since 2014, previously holding the position of President in AY 2015–2016. In 2019, Dr. Rose was appointed as Senior Fellow with the American Association of Colleges and Universities (AAC&U). She was instrumental in the creation of the Multi-State Collaborative for Learning Outcomes Assessment, a thirteen-state collaborative that used the VALUE rubrics as a shared standard to establish direct evidence of the quality of student learning to strengthen state and national policy discussions. In 2020, she spearheaded the College to Career Success project where she co-led focus groups with employers, specifically line managers supervising recent graduates, to determine consistent understanding of the AAC&U Essential Learning Outcomes and corresponding VALUE Rubrics. Dr. Rose holds a PhD in Public Policy & Administration, a Master's in Public Administration (both from Walden University), an MS in Criminal Justice, and a BS in Corrections and Juvenile Services (both from Eastern Kentucky University).

CONTRIBUTORS

Chadia Abras, PhD, joined the Provost's Office in July 2019 as Johns Hopkins University's inaugural Director of Institutional Assessment. In this role, Dr. Abras collaborates with a variety of institutional stakeholders to support quality student learning by assisting academic programs in developing and refining assessment plans, meeting the goals of defined learning outcomes, and encouraging a culture of learner-centered education. She plays a key role in ensuring ongoing compliance with standards of the Middle States Commission on Higher Education by promoting institutional effectiveness and fostering a culture of continuous improvement. Dr. Abras is an associate professor at the Johns Hopkins School of Education where she served most recently as the associate dean of accreditation, assessment, and technology. Dr. Abras earned an MS in French Literature from the University of Maryland and a PhD in Language Literacy and Culture from the University of Maryland Baltimore County.

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professional and academic administrator, Dr. Bernard is considered a leader in academic assessment and accreditation with a true commitment to academic excellence and servant leadership.

Brian Bogert is the director of Institutional Research at Wilkes University. Over the past several years, he has also served as the standing co-chair of the University's assessment committee. Prior to joining Wilkes, Bogert served as a research associate at the Association of Independent Colleges & Universities of Pennsylvania (AICUP). He holds a BA in Humanities from York College of Pennsylvania and an MS in Psychology from Indiana State University. He is currently a doctoral student in Educational Leadership at Wilkes University.

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Khalilah V. Burton, EdD, is the vice provost for institutional effectiveness, planning, and compliance at Columbia Southern University. She began her higher education career over 15 years ago as a full-time natural sciences instructor at community colleges and research institutions. In her current role, Burton oversees institutional compliance, academic assessment, institutional research, and strategic planning. She has dedicated the last ten years to research in the areas of learner assessment and institutional accreditation cultures in higher education. Burton's accreditation experience is with the Distance Education Accrediting Commission, where she currently serves as commissioner, Southern Association for Colleges and Schools Commission on Colleges, Accreditation Commission for Education in Nursing, Council on Occupational Education, and the Accrediting Commission of Career Schools and Colleges. Burton holds a BS and an MS in Biology from

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Gina Chase serves as the assistant dean for Academic Services at SUNY Broome Community College. In her role, she provides leadership to Academic Advising, Career and Transfer Services, Accessibility Resources Office, Tutoring Services, the Math Lab and Writing Center, and the Academic Coaching Network. Gina has worked in higher education within the SUNY system for 12 years and joined the SUNY Broome community in 2015. In her previous role at SUNY Broome, Gina helped lead efforts to open the college's Career Center, which included establishing its mission, vision, and department assessment plan. In her most recent role, she has led efforts to redesign the college's advising model to scale holistic and proactive advising across campus. Gina earned her master's degree in Student Affairs Administration from Binghamton University and bachelor's degree from SUNY Oneonta.

Jody Cormack, DPT, MSEd, is the vice provost for Academic Programs and Dean of Graduate Studies at California State University Long Beach (CSULB). Prior to her administrative role, she served as a faculty member and Director of Clinical Education and then Chair in the Department of Physical Therapy. Dr. Cormack received her BS in Physical Therapy from CSULB, followed by an MS in Biokinesiology, a Doctorate in Physical Therapy, and an MS in Education from the University of Southern California. In addition to the curriculum, assessment, and leadership focus of her Education degree, Dr. Cormack completed a Leadership in higher education fellowship offered by the APTA Educational Leadership Institute and was a member of the WSCUC Assessment Leadership Academy.

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John T. Hope, PhD, is the director of academic assessment at Columbia Southern University. In this role, Hope collaborates with faculty and staff

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Claire Jenson is Senior Director, Institutional Effectiveness and Accreditation at Bay Path University. Claire Jenson supports institutional assessment and accreditation, manages University surveys, and leads processes relating to program evaluation and learning outcome assessment. In her work, Claire shares her passion for integrating data at the center of academic operations, to improve curriculum, instruction, and student outcomes. Claire joined BPU in 2019, drawn to the institutional mission to empower students—especially those marginalized by gender, race, income, or other social circumstance—with access to higher education and the support to succeed in their learning, careers, and lives. Claire entered the field of higher education administration after pursuing a path in teaching and researching art history, having earned an MA from the University of Chicago and a BA from Oberlin College.

Penny A. Kelly, EdD, is the vice president for Academic Affairs at SUNY Broome Community College. In her role, she provides leadership of four academic divisions including oversight of Institutional Effectiveness, Academic Services, Advising and Career Services, Enrollment and Admissions, Workforce Development, Library and Registrar. She previously served as Vice President of Academic and Student Affairs/Provost at SUNY Schenectady County Community College. Penny spent over ten years in the classroom teaching accounting to associate degree level students at a proprietary institution. Dr. Haynes has successfully led her last two institutions through the Middle States self-study process and serves as a Middle States peer reviewer serving on Self-Study teams (as a team member and chair), follow-up visits (as chair), and previous periodic review teams. Dr. Haynes holds a doctoral degree from Teacher's College Columbia University, master's degree from Binghamton University, bachelor's degree from SUNY Oneonta, and associate degree from SUNY Broome.

Elizabeth Kinne, PhD, is an assistant professor of Comparative Literature and English at the American University of Paris. Trained in French and English Medieval Studies and Women Studies, she received her MA and PhD at the Pennsylvania State University. Her teaching focuses on questions of gender in medieval and contemporary texts, gender history, and feminist theory. Her research focuses on medieval conduct literature, women in the military, and feminist ethics as applied to A.I. reflected in her current book project *Programming Women*. She publishes in French and English in journals such as *CLIO: Femmes, Genre, et Histoire* and *Arthuriana*. She has served as the coordinator of The American University of Paris's (AUP) signature first-year experience program, FirstBridge, since 2014, and on the General Education committee during the creation and implementation of the Global Liberal Arts Core Curriculum.

Jessica Lamendola, PhD, is the senior associate, assessment and learning improvement within the Outcomes Assessment Office at Excelsior University. Lamendola has been working in outcomes assessment for over seven years, overseeing the academic assessment process for business, technology, and liberal arts programs. She leads the specialized accreditation efforts for business and technology programs. Lamendola received her PhD from the University at Albany/SUNY.

Christine Mahady, EdD, holds a bachelor's degree in Music from Seton Hill University, where she also earned K-12 teaching certification. She has a master's degree in music education from the Boston Conservatory. While in Boston, she worked as a music educator and began to understand the importance of mental health impacts in education. At Propel Charter School in Pittsburgh PA, she worked as creative arts leader, helping to open several campuses while completing a second master's degree in marriage and family therapy. From 2013 to 2018, she served as the principal of Greensburg Central Catholic Junior Senior HS. Her principal certification and doctorate in educational and organizational leadership is from the University of Pennsylvania's Graduate School of Education in which her dissertation was focused on women college presidents. Her research interests include Women's Leadership, Systems Theory, Emotional Intelligence, and Trauma Informed Leadership.

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Kimberly McLain is the Dean of Institutional Effectiveness at SUNY Broome Community College. In her role, she provides leadership, vision, and direction for strategic planning and institutional effectiveness through organized and systematized assessment processes. Kim works with administrative and academic departments in goal and assessment plan development to aid the college in its collective attainment of its mission and strategic plan. As Co-Chair of the Middle States Self-Study process, she helped lead the college through a successful reaccreditation. In addition, Kim facilitates the collection, analysis, and reporting of institutional data to inform decision-making. Dr. McLain holds a doctoral degree from the University at Buffalo, a master's degree from the University of Scranton, a bachelor's degree from Binghamton University, and two associate degrees from SUNY Broome. Kim has extensive experience teaching in higher education and is a Licensed Mental Health Counselor and Licensed Registered Nurse in the State of NY.

Meagan Mielczarek, PhD, served as the Director of Assessment at Wilkes University from 2019 until June 2022. She now serves as the Head of Education and Assessment at Enflux. She holds a BA in English and Communications from Wilkes University, an MA in Secondary Education from Lehigh University, and a doctoral degree in Human Development with a focus in Higher Education Administration from Marywood University. Prior to working in higher education, Dr. Mielczarek was a 7–12 public school teacher in English. She currently serves as the Director of Assessment to the Nesbitt School of Pharmacy at Wilkes University. Dr. Mielczarek's work focuses on the assessment of programmatic and student learning outcomes and she has served both academic and non-academic units in professional programs, accelerated, adult distance learning programs, and on-campus, traditional liberal arts programs.

Judith L. Millesen is a professor and MPA Director at the College of Charleston. Her research focuses on making a strong link between theory and practice and is focused on nonprofit administration and capacity building in the sector with special interests in board governance and community philanthropy.

Lon Olson, PhD, Head of Assessment at Texas State University, guides the development and assessment of four types of outcomes: educational program, general education, academic and student services, and administrative. In addition, he supports the development, delivery, and assessment of Texas State's Quality Enhancement Plan pertaining to undergraduate research. He also teaches an introductory course in the Department of Philosophy. Prior to joining Texas State University, Dr. Olson taught ethics and philosophy at the U.S. Naval Academy and served as Chair of the Faculty Senate Assessment Committee. Dr. Olson earned his BS at the University of Wisconsin-Madison, his Master of Military Science at Marine Corps University, and his PhD at the University of Texas at Austin.

Lynn Pasquerella, PhD, was appointed president of the American Association of Colleges and Universities in 2016, after serving as the eighteenth president of Mount Holyoke College. She held positions as Provost at the University of Hartford and Vice Provost for Academic Affairs and Dean of the Graduate School at the University of Rhode Island. A philosopher whose work has combined teaching and scholarship with local and global engagement, Pasquerella has written extensively on medical ethics, metaphysics, public policy, and the philosophy of law. Her most recent book, *What We Value: Public Health, Social Justice, and Educating for Democracy*, examines the role of higher education in addressing some of the most pressing contemporary issues at the intersection of ethics, law, and public policy. Pasquerella is immediate past president of the Phi Beta Kappa Society and the host of Northeast Public Radio's *The Academic Minute*.

Glenn Allen Phillips worked in assessment and institutional effectiveness at The University of Texas at Arlington and Texas A&M University before joining Howard University in 2018. A committed educator, he spent 15 years in community college and university classrooms teaching a range of subjects before his role as an assessment professional. He is committed to measurable and meaningful assessment practices that are integrated into the specific assessment needs of each unit. Phillips supports academic and nonacademic units as they work toward sustainable practices of continuous improvement. He also teaches graduate courses in Higher Education at Howard and Georgetown.

Claudio Piani, PhD, is the Dean of Institutional Research, Assessment, and Effectiveness. Claudio studied oceanography and atmospheric sciences at the University of Washington, Seattle, funded by a comprehensive four-year Fulbright scholarship. He obtained his PhD in 2000 with a thesis on tropical thunderstorms. He went on to work as a post-doctoral researcher on ozone, atmospheric dynamics, and climate change at the University of Oxford in the Atmospheric, Oceanic, and Planetary Physics Department. In 2006, he moved to The International Center for Theoretical Physics (a United Nations Institute), Trieste, where he was twice awarded funds from the European Union for research in hydrological modeling. Claudio remained at ICTP as a visiting scientist until joining the faculty of The American University of Paris in 2012. His current research interests are bias-correction of climate model output and climate-driven evolutionary biology.

Rebecca Pohl serves as Institutional Research Coordinator at God's Bible School and College (GBSC). She graduated from GBSC's Teacher Education program, receiving the program's 2019 Student Teaching Excellence Award. As Institutional Research Coordinator, Rebecca administers GBSC's assessment program, including the survey suite shared with other institutions. She also analyzes results and prepares assessment reports for institutional leadership and the GBSC Board.

Aaron D. Profitt, PhD, serves as the Vice President for Academic Affairs at God's Bible School and College (GBSC). His PhD (University of Cincinnati) focused on quantitative and action research, as well as assessment and evaluation. In addition to his work with assessment at GBSC, he regularly works with assessment-related standards on accreditation teams for the Association for Biblical Higher Education (ABHE). He has also presented on assessment at ABHE conferences for new/emerging institutions.

Kristine Pruett, EdD, directs the operations and planning of the Office of Technology for Teaching and Learning and coordinates state authorization at Wilkes University. Kristine has her master's degree in Instructional Technology and doctorate of Educational Leadership with a concentration in Higher Education Administration both from Wilkes University. Since joining the university staff in 2000, Dr. Pruett has held many roles including assistant to the vice president for Strategic Initiatives, assistant to the dean in the College of Graduate and Professional Studies, and director of operations for the graduate education department. Her expertise is in new program development and implementation, project management, partnership development, strategic planning, and online program management and

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Holly Raffle is a professor in the Voinovich School of Leadership and Public Service at Ohio University where she also serves as the Faculty Director of the Ohio Center of Excellence for Behavioral Health Prevention and Promotion. Her area of focus is capacity building among community-based coalitions and youth-led programs focused on preventing substance use disorder and/or promoting mental health.

Sneharika Roy, PhD, is an associate professor at The American University of Paris where she teaches Comparative Literature and Postcolonial Studies. Her book *The Postcolonial Epic* (Routledge 2018) bridges classical and postcolonial scholarship to formulate a postcolonial paradigm of epic. It received European Society for English's Book Award for Junior Scholars (2018). Roy is also a contributor to the MLA volume on *Approaches to Teaching Amitav Ghosh* and to *Dictionnaire des littératures indiennes* (upcoming), an encyclopedic dictionary on Indian literatures. Her recent research interests focus on postcolonial articulations of Black thought, ecocriticism, and animal studies. She is currently the coordinator of AUP's Writing across the Disciplines program. During her double mandate as Chair of the Global Liberal Arts Core Curriculum committee, she oversaw the implementation of the new liberal arts program and the first phase of its assessment.

Sharlene Sayegh, PhD, is the Director of Institutional Assessment and Accreditation Liaison Officer at California State University, Long Beach. Previously, she served as Director of Program Review & Assessment and was a History Department faculty member. She is a graduate of WSCUC's Assessment Leadership Academy (ALA) and has facilitated assessment workshops for WSCUC and organizations in the United States and Europe. She is also an experienced accreditation peer evaluator. Sayegh has presented her academic and assessment work at numerous conferences and coauthored the textbook *History and Theory*. She has merged her diverse expertise by facilitating several professional-development workshops for Southern California high-school teachers and served numerous capacities at the AP World History readings. A first-generation college student, Sayegh, earned her BA in History and MA in History and Sociology at the University of Nevada, Las Vegas and her PhD in History and Critical Theory from the University of California, Irvine.

Janet Simon Schreck, PhD, CCC-SLP, FNAP, serves as Senior Associate Vice Provost for Academic Affairs and Accreditation Liaison at Johns

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Britt Spears-Rhymes, PhD, is a higher education professional who began her involvement in the field participating in academic and social enrichment programs as an undergraduate student at Prairie View A&M University. During her educational experiences, she served as an HBCU Scholar with the White House Initiative for HBCUs and became an advocate for historically underrepresented populations. This led her to pursue her graduate studies focusing her research on access, equity, and inclusion, and the student experience. She currently serves as the Assessment Coordinator in Howard University's Office of Institutional Research & Assessment where she manages the annual assessment process and supports the general education assessment process. In the past, she has created and led initiatives that highlighted assessment of student learning at HBCUs centering equity and inclusion at the root of these practices. Her experience includes rubrics-based assessment, student affairs and administrative assessment, and general education assessment.

Michael Stöpel is the User Services Librarian for the AUP. Originally from Munich (Germany), he joined AUP in 2001. He received his MA in Library and Information Science (MLIS) in 2010 from the Information School

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Elizabeth Switaj, PhD, is the Vice President for Academic and Student Affairs at the College of the Marshall Islands. She has worked in the United States, Japan, China, and the United Kingdom. She holds a PhD in English from Queen's University Belfast, an MFA in Poetics and Creative Writing from New College of California, a BA from the Evergreen State College, and an AAS from Bellevue College. She is the author of two collections of poetry (*The Bringers of Fruit: An Oratorio*, 11:11 Press, 2022 and *Magdalene & the Mermaids*, Paper Kite Press, 2009) and one book of literary criticism (*James Joyce's Teaching Life and Methods*, Palgrave Macmillan, 2016).

Cheryl Vila is the Director of Institutional Research and Assessment (IRA) at the College of the Marshall Islands (CMI). Cheryl holds a degree in Computer Science and Mathematics from the University of the Philippines with the MS in Mathematics under a full scholarship program. She also completed degree requirements for MA in Demography in the same university as a fellowship awardee. Prior to serving as the Director of IRA, she was a full-time faculty member in IT and Mathematics in a few colleges and universities for more than 15 years. As teaching has always been her first passion, she continues to teach as an adjunct faculty member in CMI. In 2018, she was awarded the Data and Decisions Academy Presidential Scholarship by the Association for Institutional Research. She continuously leads and engages in accreditation, data governance, and institutional planning and effectiveness efforts of CMI.

Joanne Weiss, EdD, is Provost and Sr. Vice President for Institutional Effectiveness and Quality Assurance at Aspen University, a private, for-profit institution of 12,000 students. Her experiences lie in writing accreditation-related self-studies and reporting, implementing assessment management systems for the online modality, developing institutional research and strategic planning functions, facilitating initial faculty buy-in and use of data for improving instructional pedagogy and curricular/programmatic improvement, and conducting faculty/staff professional development. Dr. Weiss

holds an EdD in Higher Education Leadership, a MAED in Curriculum and Instruction, a BA in Sociology, and a lifetime elementary teaching certificate in New Jersey; she is also a graduate of WSCUC's Assessment Leadership Academy.

Terrence Willett has over 20-year experience in education and is currently Dean of Research, Planning, and Institutional Effectiveness at Cabrillo College. He is also a Consulting Senior Researcher with the Research and Planning Group for California Community Colleges (RP Group) on the Multiple Measures Assessment Project (MMAP) that develops predictive models for student placement. His recent publications are in the Community College Review, the Journal of Applied Research in Community Colleges, Sage Skills: Business for Data Analytics, as well as a chapter on remediation reform in Empowering the Community College First-Year Composition Teacher. Mr. Willett earned a BA in Psychology from the University of California at Santa Cruz and an MS in Environmental Studies from San José State University. He also served as a math and science tutor while a student at Cabrillo College for the Math Learning Center, MESA, and Disabled Students Programs and Services.

Beth Wuest, PhD, Associate Vice President for Institutional Effectiveness and Associate Professor at Texas State University serves as the university's SACSCOC Liaison. Recently, Wuest led the development of Texas State's reaffirmation of accreditation and hosted the virtual on-site review. Previously, she led the submission of Fifth-Year Interim Report, cochaired the development of the QEP at Texas State, and served as a SACSCOC reviewer and QEP evaluator for other institutions. She is directly responsible for academic program review, program accreditation, and institutional accreditation. Wuest also oversees institutional research, strategic planning, institutional policies, and assessment functions at Texas State. She also provides leadership for the assessment functions of the general education curriculum, student support services, and administrative units. She holds a tenured-faculty position and previously directed faculty development initiatives for Texas State. Dr. Wuest earned her BS at North Dakota State University, her MA at Michigan State University, and her PhD at the University of Minnesota.

Anthony K. Wutoh, PhD, serves as the Provost and Chief Academic Officer of Howard University. He previously served in various roles at the University including as Dean of the College of Pharmacy and Assistant Provost for International Programs. He has also served as Director for the Center for Minority Health Services Research, and the Center of Excellence.

Dr. Wutoh has varied research interests including pharmacoepidemiology, international health, health services/outcomes research, and evaluation of large population databases, particularly in the area of AIDS and HIV infection in older patients. An accomplished administrator, faculty member, and health professional, Dr. Wutoh is an advocate for sensible assessment activities that both meet requirements for compliance and push academic programs toward continuous improvement.

Sydney Yau, DPM, is the Associate Dean of Educational Affairs at the Scholl College of Podiatric Medicine in North Chicago, IL. Dr. Yau monitors progress regarding achievement of programmatic and student learning outcomes/competencies for the College, supports accreditation and academic regulatory activities for the College, and promotes and contributes to the implementation of strategic initiatives for the College.

FOREWORD

Lynn Pasquerella
President of the American Association of Colleges and Universities

AAC&U is thrilled to be partnering with Routledge/Taylor & Francis in copublishing the second volume of *Exemplars of Assessment in Higher Education*. When the first volume appeared in 2021, it offered a diverse array of successful assessment practices, immediately proving itself to be an invaluable resource for colleges and universities of all types. One of the book's most significant contributions is its illustration that there is no one-size-fits-all approach to assessment. Indeed, each chapter unveils how common principles of good assessment practice and exemplary models of assessment can be adapted, centering the mission and unique character of individual institutions to identify various strategies. Rooted in the principles of transparency, intentionality, shared expectations, and continuous improvement, like AAC&U's Valid Assessment of Learning in Undergraduate Education (VALUE) initiative, these strategies are intended to help institutions achieve their own assessment goals, while promoting the cross-pollination of ideas and best practices across the growing community of assessment professionals.

What *Exemplars of Assessment in Higher Education* adds to the already rich and robust discourse around assessment is the collective perspective and guidance of seasoned accreditors. In preparing this second volume, Tara Rose and Jane Marie Souza once again consulted widely among accreditors to identify institutions that have exhibited excellence in assessment and whose successful practices can productively inform assessment efforts across higher education. Yet, this current work reflects research undertaken in a

radically different context and against the backdrop of a rapidly changing higher education landscape.

The worst global pandemic in more than a century coincided with a profound moment of racial reckoning, presenting a resilience test that challenged every aspect of college and university operations, from admissions, curriculum delivery, and assessment to retention, finances, and student well-being. Escalating culture wars, fueled by polarization and partisanship, have led to the increased politicization of higher education, including governmental intrusion and legislative overreach. Educational "gag orders" dictating what can be taught on college and university campuses and by whom, the banning of books, a mandate that public institutions in one state change their accreditors each review cycle, and a flurry of proposals to evaluate academic programs based solely on employability potential constitute infringements on institutional autonomy that threaten to erode the very foundations of academic freedom and shared governance upon which American higher education is built.

Nevertheless, the burgeoning skepticism around the value of a college degree and bipartisan concern that college is too expensive, too difficult to access, and doesn't teach people twenty-first-century skills must be addressed if we are to restore public trust in higher education. Assessment, in partnership with accreditors, can play a critical role in bolstering confidence by ensuring that colleges and universities are fulfilling their institutional missions and engaging in practices that advance student success in work, citizenship, and life. Rather than the broad assessment categories of student learning, the disciplines, faculty engagement, and institutional effectiveness, the exemplars presented in this new volume represent four important themes: career readiness; diversity, equity, and inclusion; general education; and distance education. Moreover, all authors address the impact of the pandemic on their efforts.

In the process, they demonstrate that despite the enormous challenges confronting today's colleges and universities, there is an extraordinary opportunity to revolutionize and reimagine higher education in ways that meet the equity and excellence imperatives before us. The result is a "must read" for assessment practitioners across higher education, for those involved in the preparation of an accreditation self-study, and for anyone committed to advancing the democratic purposes of higher education.

PREFACE

The first volume of *Exemplars of Assessment in Higher Education: Diverse Approaches to Addressing Accreditation Standards* was released in June 2021 at the annual conference for the Association of Assessment in Higher Education (AALHE), which was held virtually due to the pandemic. However, the chapters were written long before the nation and the world changed dramatically. The twenty cases were presented to offer readers examples of how institutions were using diverse strategies for meeting and exceeding accreditation standards in four focus areas: student learning and assessment, assessment in the disciplines, faculty engagement and assessment, and institutional effectiveness and assessment. All 24 contributing institutions were recommended to us by the twelve accrediting agencies who partnered with us on that publication.

In early 2022, Dr. Tara Rose and I realized that while the first volume was well received and served its purpose of providing readers with unique approaches to assessment, it did not address the changed environment after the fateful year of 2020. According to the Centers for Disease Control, in February 2020, the corona virus was named COVID-19, and by mid-March, states began to implement shutdowns. Campuses across the country abruptly transitioned to online teaching and learning. The pandemic challenged institutions to maintain academic quality as they worked in a modality unfamiliar to many of them. In addition to the anticipated challenges such as inconsistent access to the internet, lost housing, and food insecurity, the virus displayed in raised relief inequities on multiple levels.

On May 25, 2020, the world changed again when George Perry Floyd Jr. was murdered by police. The horrific violence video-recorded and shared with the world had a powerful impact on the higher education community. Institutions heightened their review of policies, practices, teaching, learning, and assessment through the lens of diversity, equity, and inclusion. Dr. Merrill L. Irving Jr., president of Hennepin Technical College in Brooklyn Park, Minnesota, posed this question (2020): "If all our institutions were reviewing for policies and practices that discriminate, could it be the vaccination we need for campuses true to a culture of anti-racism and cultural competence?" (pp. 8–9)

These events of 2020 prompted us to revisit case studies on campuses to see how these global and national crises impacted assessment practices in higher education. Therefore, we went back to accrediting agencies and once again requested recommendations for institutions to highlight. The result of these efforts is this second volume, *Exemplars of Assessment in Higher Education: Strategies for a Changing Higher Education Environment.* This book presents the experiences of seventeen institutions suggested by eleven accrediting bodies. The case studies are organized in four themes: Career Readiness; General Education; Diversity, Equity, and Inclusion; and Distance Education.

The stories presented are powerful. They include narratives of how the murder of George Floyd prompted a college name change, how it encouraged a deep exploration into the impact of trauma on teaching and learning, and how it suggested a study on equitable remediation reform. The chapters relate how COVID-19 catalyzed lasting change in teaching modalities and sparked innovation in approaches to assessment. Overall, this volume builds on the work of the first publication and offers exemplars dealing with the challenges of contemporary events.

We thank all our contributing authors who have generously shared their time, stories, and expertise. We are grateful for the support of the Routledge/Taylor and Francis Group and the partnership with American Association of Colleges and Universities (AAC&U) for their roles in bringing this volume to print. We are particularly thankful for the thoughtful foreword penned by AAC&U President Lynn Pasquerella.

Finally, we want to express our gratitude to the eleven accreditors who worked with us to identify these exemplars: Gohar Momjian (AACJC), Lisa Beatty (ABHE), Heather Stagliano (CPME), Leah K. Matthews (DEAC), Ellie A. Fogarty (MSCHE), Martha Bohrt (NASPAA), Patricia O'Brien (NECHE), Belle S. Wheelan (SACSCOC), and David Chase (WSCUC). We also thank ABET and AACSB; while they cannot specifically endorse an individual program or institution, they did indicate that they were confident that each accredited program meets the quality standards of the profession.

We hope that readers across the spectrum of institutional types find these exemplars useful as they too struggle to rise to the challenges of the ever-changing higher education environment.

Jane Marie Souza

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INTRODUCTION

Tara A. Rose

This second volume of *Exemplars of Assessment in Higher Education* provides examples of assessment practice in 17 distinct Higher Education Institutions (HEI); 15 in the United States; 1 in Paris, France; and 1 in the Republic of the Marshall Islands. We have institutions that provide opportunities for students from diverse economic, cultural, and educational backgrounds. The institution diversity makeup includes 11 private institutions; four public four-year institutions; two public two-year institutions; and three minority serving institutions, two which are Hispanic Serving Institutions and one Historically Black College or University.

All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas: career readiness; distance education; diversity, equity, and inclusion; or general education.

About AAC&U

The American Association of Colleges & Universities (AAC&U), founded in 1915, is an institutional membership association consisting of educators and thought leaders interested in advancing liberal education, which is "an approach to undergraduate education that promotes integration of learning across the curriculum and cocurriculum, and between academic and experiential learning, in order to develop specific learning outcomes that are essential for work, citizenship, and life" (American Association of Colleges & Universities [AAC&U], n.d). As such, the organization partners with a diverse set of higher education institutions and organizations

across the world. The association's mission is to advance the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education (AAC&U, n.d.).

Due to the many challenges facing higher education, in July of 2021, AAC&U launched its strategic planning process with the goal of opportunity; an opportunity for the association to lessen the impact of challenges facing educators today. These challenges include the COVID-19 pandemic, the continuing decline of post-secondary enrollment, the growing distrust of the value of a college degree, inequity and intolerance occurring in and across the nation, legislative overreach seen in many states, and the increase in student mental health issues (pp. 1–4). During these demanding times, accreditors' expectations have not lowered. Moreover, institutional practices have changed since our first volume of the book. Therefore, the need for exemplars in assessment is even more critical today.

Jane Marie and I feel strongly that our aspiration for this book aligns closely with AAC&U strategic goals. The work in this book is also congruent with AAC&U's commitment to authentic, educator-driven assessment through its Valid Assessment of Learning in Undergraduate Education (VALUE) initiative, a rubric-based approach to measuring student learning that is designed to capture evidence of student skills, abilities, and dispositions across a range of essential learning outcomes, from traditional cognitive and intellectual skills like critical thinking to outcomes related to personal and social responsibility like civic engagement and global learning. Within initiatives like VALUE, educators—and more specifically assessment practitioners—can find the support and encouragement they need to engage in pedagogically and methodologically robust assessment practices.

Contributing Institutional and Specialized Accreditors

The accrediting agencies listed in Table I.1 are recognized as reliable authorities concerning the quality of education or training offered by the higher education institutions or programs they accredit.

How the Book Is Organized

The book is organized into four parts representing distinct themes: (a) diversity, equity, and inclusion; (b) distance education; (c) career readiness; and (d) general education. Each part includes chapters using diverse approaches to addressing variety of accreditation standards.

TABLE I.1 Contributing accreditors

Agency	URL
Accreditation Board for Engineering and Technology	abet.org
Accrediting Commission for Community and Junior Colleges (ACCJC)	accjc.org
WASC Senior College and University Commission	wscuc.org
Association for Biblical Higher Education (ABHE)	abhe.edu
Association to Advance Collegiate Schools of Business (AACSB)	aacsb.org
Council on Podiatric Medical Education (CPME)	cpme.org
Distance Education Accrediting Commission (DEAC)	deac.org
Middle State Commissions of Higher Education (MSCHE)	msche.org
New England Commission of Higher Education (NECHE)	neche.org
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	naspaa.org
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	sacscoc.org

Part One: Diversity, Equity, and Inclusion

Chapter 1: Howard University

"Good Practice: Storytelling as Assessment (R)Evolution" shares how this HBCU embraced storytelling as a tool for data collection and dissemination in the unique culture of their community, recognizing both new and old practices of assessment.

Chapter 2: California State University, Long Beach

"Aligning Strategic Planning, Accreditation, and Institutional Assessment for a Future-Ready University" discusses how the events of 2020 informed their assessment goals centered around belonging, sustainability, and wellness; encouraging institutions to think beyond the traditional short-term strategic plan and better institutions for the future.

Chapter 3: College of the Marshall Islands

"Supporting Diverse Faculty to Make Assessment Meaningful through Peer-Led Coaching" shares how the college enhanced learning improvement by creating a learning outcomes assessment coach, a full-time faculty member whose role is to lead, inspire, coach, and support other faculty.

Chapter 4: Cabrillo College

"Assessing Equity with Traditional and Novel Metrics in Times of Change" tells how the murder of George Floyd resulted in the college's name change, presents research on how various strategies from remediation to reform impacted student achievement, and shares research conducted to address equity gaps in access to, and completion of, college level courses; grading variability; and the impact of environmental disruptions such as the pandemic and catastrophic wildfires in California.

Part Two: Distance Education

Chapter 5: Wilkes University

"Distance Learning in the Time of COVID: Increasing LMS Usage through Focused Faculty Development" shares how the university strategically began to address the usage disparity and faculty needs related to the learning management system, specifically increasing engagement in the areas of professional development and implementing more technology in the teaching and learning process.

Chapter 6: Loyola University

"Trauma-Informed Course Design: Using Neurobiological Frameworks to Understand the Impacts of Trauma and Remove Barriers to Learning" emphasizes the commitment to their students as a whole person – *cura personalis.* In an effort to address trauma-related barriers to learning, the institution created a *Trauma-Informed Leadership* professional development course for educators and community partners focusing on the impacts that trauma can have on neurological functioning and how to teach through the lens trauma-informed practice.

Chapter 7: Columbia Southern University

"A Standardized Process that Creates an Assessment Culture to Support Student Learning in Distance Education" shares how an effective structure with unified key players and a standardized curriculum process can be maintained even through unexpected disruptions to higher education.

Chapter 8: Excelsior College

"Assessing an Online Nuclear Engineering Technology Program" uses one program to describe how collaboration can be key to any successful

assessment process. With one full-time faculty member and two advisory committees—faculty and industry; the NET program has successfully managed to build and sustain a comprehensive assessment process at a distance.

Chapter 9: Aspen University

"Embedded Assessment to Measure Student Achievement in the Online Modality" shares how their finely tuned assessment of student learning processes, *ASL Machine*, has led to a level of consistency and usefulness at both the program and institutional levels to improve the student experience.

Part Three: Career Readiness

Chapter 10: The John Hopkins University

"Assessment Practices that Support Career Transitions for Doctoral Students" shares how formative and summative assessment of curricular, co- and extra-curricular learning mapped to competencies in a comprehensive learner record can provide a framework to assess career readiness competencies.

Chapter 11: College of Charleston

"Using Portfolio-Based Assessments to Demonstrate Academic Competency, Encourage Professional Growth, and Inform Curricular Innovation" discusses how intentionality of a portfolio, purpose and process, can impact students and document mastery of competencies.

Chapter 12: Rosalind Franklin University

"Assessment that Impacts Career Success" describes how aligning a commitment to fulfilling institutional mission and the assessment process can impact career success.

Chapter 13: Bay Path University

"A Holistic Approach to Career Readiness Assessment in a Guided Pathways Framework" describes how the institution's development of guided pathways allowed it to leverage technology and data to gauge student progress toward graduate preparation in career readiness.

Part Four: General Education

Chapter 14: The American University of Paris

"Building a Signature General Education Program with Alignment and Assessment among Its Founding Principles" describes how driving principles of alignment, assessment, and a faculty-defined assessment structure for a new general education program led to a series of curricular and co-curricular activities.

Chapter 15: Texas State University

"General Education Assessment: Course-Based to Comprehensive Assessment of Student Learning" relates to reimagining a general education program, where an institution must understand the relevance of the core and development of a curriculum that reflects relevance so that excellence can be achieved.

Chapter 16: God's Bible School and College

"Collaborative General Education Assessment among Mission-Focused Institutions" shares how six small colleges have come together to develop an indirect approach to assessing a mission-focused general education program, a project that encourages collaboration rather than competition.

Chapter 17: SUNY Broome Community College

"Remodeling Academic Advising into a Holistic Case Management Model and Assessing the Effectiveness of The Model and the Impact on Students" shares how the pandemic inspired the college to revise its student advising model to include a more proactive, effective, and holistic approach to ensure student success.

Carnegie Classification

We know that the art of assessment is not a one-size-fits-all activity. While we are confident that our readers can take away something from each institution's exemplary assessment practices, there are situations in which an assessment practitioner might want to consider focusing on assessment approaches that work within their Carnegie Classification (see Table I.2). "The Carnegie Classification® is the leading framework for recognizing and describing institutional diversity in U.S." (American Council on Education, n.d.). Therefore, we provide a table of chapters sorted by Carnegie Classification.

TABLE I.2 Carnegie classification and chapter alignment

Carnegie Classification Levels	Chapter Number
Associate's Colleges	4, 17
Baccalaureate/Associate's Colleges	3, 16
Doctoral Universities	1, 2, 5, 6, 10, 15
Master's Colleges	7, 8, 11, 13
Minority Serving Institutions	1, 2, 4, 15
Not classified*	14
Special Focus—Four-Year	9, 12

Institutions not in the United States are not classified under the Carnegie Classification.
Note: Data based on Basic 2019–2020 Carnegie Classification

Conclusion

There are nearly 6,000 higher education institutions in the nation with the majority holding accreditation status recognized by the Council for Higher Education (CHEA) and/or the United States Department of Education. For most institutions, achieving accreditation is an absolute necessity. However, we view accrediting agencies as our partners in higher education: championing quality, integrity, and continuous improvement. It is our goal that the following chapters, suggested by accreditors, provide assessment practitioners, administrators, faculty, and staff with real-world examples of "what works" in assessment across a diverse selection of institutions.

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