

## New England Association of Schools and Colleges (NEASC)

### Conference Program 2014

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The Annual Meeting is both a conference and the formal business meeting of the New England Association of Schools and Colleges. The conference is an opportunity to connect and inform the educational community by providing quality conference programming relevant to accreditation as it pertains to the region, in a national and international context.

Wednesday, December 10, 2014		ROOM	FLOOR
6:30 AM-7:00 AM	<p>Sunrise Stretch Gentle yoga-inspired stretches to start your day! All welcome (no special attire, equipment or prior experience needed) Instructor: Samantha Cameron</p> <p>A welcome wakeup call for mind and body! Sweet stretches prepare your day by expanding breath and opening muscular intuitive forces. This short class offers a moment of bliss through easy stretching for those in a chair, and/or those on the mat. Emphasis is on connecting breath to expand and loosen necks, shoulders, backs, hamstrings and hips. (No prior experience or equipment necessary...come as you are.)</p> <p>Biography: Cameron</p>	Provincetown	4th
7:00 AM-5:00 PM	Registration	Registration A	4th
7:00-9:00 AM	Complimentary Continental Breakfast	Foyer	4th
7:00 AM-5:00 PM	Complimentary all day coffee service	Foyer	4th
7:45-10:00 AM	<p>CIHE Presidents Only Breakfast (by invitation) Ratings, Regulation and Reauthorization Presenter: Terry W. Hartle, Senior Vice President, American Council on Education, Washington, DC; Carole A. Cowan, President Middlesex Community College, Bedford, MA (moderating)</p> <p>The fall 2014 elections are likely to mean significant changes in Washington, D.C. Terry W. Hartle, senior vice president of the American Council on Education will provide insights about the recent elections and discuss what they mean for higher education policy in the years ahead. Among key questions: "Will the Department of Education move forward with controversial ratings proposal?", "What should we</p>	Salon A-D	4th

expect for federal support of student aid and scientific research?”, and “Will congress reauthorize the Higher Education Act?”

Biographies: Hartle, Cowan

7:45-10:00 AM CIHE Assessment Workshop #1 Salon F 4th

Beyond IPEDS...

Presenters: Michelle Miller, Senior Associate Provost, Champlain College, Burlington, VT; Douglas H. Sherman, Senior Vice President and Provost, New England Institute of Technology, East Greenwich, RI; Ellen Zeman, Learning Assessment Director, Champlain College, Burlington, VT; Carol L. Anderson, Vice President, CIHE of NEASC (moderating)

We know that graduation does not necessarily mean that students have achieved our institutional mission and the goals of their specific major. How do we get to a more meaningful statement of student success? Participants will learn about two different models for implementing assessment of institutional and program specific learning outcomes. Using simulated assessment and data collection activities as our foundation, we will grapple with the choices institutions make when they chose one method of measuring student success over another.

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We would like session attendees to read NILOA paper in advance and think about the following question in relation to the article.

Pre-reading question: Could the "all-in-one" type of system described in NILOA Occasional Paper #19 (Richman and Ariovich) work at your institution? Why or Why not?

[NILOA paper](#)

Biographies: Miller, Sherman, Zeman, Anderson

10:15-11:45 AM CIHE Keynote #1 Salon E 4th

Ensuring Quality In Competency Based Education

Presenter: Cathrael Kazin, Chief Academic Officer, College for America, Southern New Hampshire University, Manchester, NH; Linda S. Wells, professor of humanities and special assistant to the Provost, Boston University, Boston, MA and CIHE Commissioner (moderating)

Assessment is fundamental to ensuring the quality of

competency-based education (CBE), regardless of the specific CBE model or type of institution. Participants in this interactive workshop will explore a range of CBE models and approaches to assessment and begin to lay the groundwork for a CBE assessment strategy that works for their institution or system. Led by a nationally recognized expert in assessment who developed College for America’s groundbreaking competency model, the workshop promises to be engaging as well as useful.

Reflections on Learning

Presentation: [Click here to view](#)

Biographies: Kazin, Wells

Presentation Notes 2012: [Competency Based Assessment](#), NEASC 2012 Annual Meeting Conference

Video: [College for America: Competency vs. The Credit Hour](#) (4'56"), interview with Kazin, YouTube, Aug 16, 2013

11:30-3:30 PM	NEASC Board of Trustees Meeting (by invitation only)	Provincetown	4th
11:45 AM-12:45 PM	Network Luncheon: "Connect & Inspire" with attendees and speakers	Salon F	4th
1:00-2:00 PM	CIHE Panel #1 Leading a Culture of Assessment Presenters: Gloria Cordes Larson, President, Bentley University, Waltham, MA; Scott Jaschik, Editor, Inside Higher Ed, Washington, DC; Christine Siegel, Associate Vice President for Academic Affairs, Fairfield University, Fairfield, CT; David P. Angel, President, Clark University, Worcester, MA and Vice Chair, CIHE Commission (moderating)	Salon F	4th

In an era of pressure for educational innovation and curricular change, coupled with increasing expectations for public accountability, today’s institutions of higher education are faced with the challenge of developing and implementing systems to measure and document the results of their academic offerings. In this interactive session, editor of Inside Higher Ed, Scott Jashick will guide a reflective discussion with Bentley University’s Gloria Larson, and Fairfield University’s Jeffrey von Arx, about the role of the University president in leading a culture of assessment. Larson and von Arx will describe the ways in which they have worked at their respective institutions to engage their communities -

administrators, faculty, staff and alumni – to respond to questions from their constituents – politicians, accreditors, parents and students – about the value of the educational experience they provide. Particular attention will be given to the ways in which Bentley University and Fairfield University have addressed and are continuing to approach NEASC’s reflective questions about assessment: What do students gain as a result of their education? How and what are students learning? What are measures of student success, including graduation and retention?

Biographies: Larson, Jaschik, Siegel, Angel

1:00-2:00 PM

CIHE Panel #2

Salon E

4th

Crystal Ball: Future of MIT Education

Presenters: Michael J. Cima, David H. Koch Professor of Engineering, Faculty, Director of the Lemelson — MIT Program, Department of Material Science and Engineering, Koch Institute for Integrative Cancer Research, Massachusetts Institute of Technology, Cambridge, MA; Christine Ortiz, Professor of Material Science and Engineering, Dean for Graduate Education, Massachusetts Institute of Technology, Cambridge, MA, and CIHE Commissioner; G. Timothy Bowman, Executive Dean for Administration, SEAS, Harvard University, Cambridge, MA and CIHE Commissioner (moderating)

In this presentation, the recommendations of the final report of the MIT Institute-wide Task Force on the Future of MIT Education will be discussed including, for example; increasing the flexibility and modularity of the curriculum, expanding the use of diverse pedagogies such as blended learning, strengthening the teaching of communications, imagining new kinds of physical spaces to support learning, and defining new opportunities for service learning. Three MITx blended residential pedagogical experiments will be described; two upper-level graduate courses (8.S51 in coordination with the MOOC 8.EFTx Effective Field Theory and 8SHIPx Heavy Ion Physics) and one freshman undergraduate course 3.091r (in coordination with the MOOC 3.091x) Introduction to Solid-State Chemistry. For the graduate courses, residential students have the opportunity to engage broadly with an international community in discussion forums, have access to a broader set of peer review / feedback on research skills, receive instant and more detailed feedback and advanced complex problems, have instant access to all course materials which are structured hierarchically spanning levels from introduction to the field to latest developments. Specialized online

specialized graduate courses improve world-wide access to drive forward the frontiers of research. For the undergraduate course, newly developed software assessment tools were used to implement a mastery-based learning and assessment system. The students taking this class demonstrated higher levels of achievement compared to a previous year's residential cohort which did not employ the blended methodology.

Biographies: Cima, Ortiz, Bowman

Video: Online learning with Michael Cima (includes interim report on Mastery Education study)

2:15-3:15 PM

CIHE Panel #3

Salon F

4th

Achieving Equity in Student Outcomes

Presenters: Tia Brown McNair, Senior Director for Student Success, Office of Diversity, Equity, and Student Success, Association of American Colleges & Universities (AAC&U), Washington, DC; Patricia A. Marshall, Associate Vice President for Academic Affairs, Worcester State University, Worcester, MA; Elsa Nunez, President, Eastern Connecticut State University, Willimantic, CT; Jacqueline D. Peterson, Vice President for Student Affairs and Dean of Students, College of the Holy Cross, Worcester, MA and CIHE Commissioner (moderating)

Participants in this session will examine the framework of AAC&U's Making Excellence Inclusive initiative and explore campus strategies that translate the principles into practice. This framework outlines guiding principles for access, student success, and high-quality learning. It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations. Campuses utilizing the MEI framework engage in internal assessments to evaluate student and faculty diversity, inclusion efforts, pedagogy, and equity in student achievement of learning outcomes as critical components to achieve excellence in learning, teaching, student development, and institutional functioning. Participants will review campus action plans from two NEASC institutions that utilized the framework, and begin the process for designing plans applicable to their institutional contexts.

Presentation: McNair – Marshall – Nunez

Biographies: McNair, Marshall, Nunez, Peterson

2:15-3:15 PM

CIHE International Session Keynote #2A

Salon E

4th

**PIAAC: What can international measurement of adult competencies tell us about higher education in the US?**

**Presenters:** Richard R. Hopper, President, Kennebec Valley Community College, Fairfield, ME; Satya Brink, International Consultant, Brink, International Consultant, Ottawa, Canada and Past Special Advisor, Education Directorate, Organisation for Economic Cooperation and Development (OECD), International Assessment of Adult Competencies (PIAAC); William Thorn, Senior Analyst, Indicators and Analysis Division, Education and Skills Directorate, Organisation for Economic Cooperation and Development (OECD), International Assessment of Adult Competencies (PIAAC); Jay V. Kahn, Vice President for Finance and Planning, Keene State College, Keene, NH (moderating)

The Programme for the International Assessment of Adult Competencies (PIAAC) provides information about the literacy, numeracy and problem solving skills – including planning, collaboration, negotiation, and coaching - of adults aged 16-65 in 24 advanced countries including the United States. This presentation gives an overview of skills of adults who have participated in higher education programs. In particular, it looks at the differences in proficiency in skills of higher education graduates across countries and the extent to which one can attribute the higher proficiency of students and graduates to the effects of selection and learning gain. In addition, the existence of a group of higher education graduates with low levels of proficiency in literacy and numeracy is noted and the composition of this group briefly explored. PIAAC helps us to consider the broad concept of the most fundamental competencies through international comparison. Currently, when demonstrated competencies and skills are at the forefront, direct measures of skills of adults provide insights into the stock of foundational skills of the college educated population, the premium gained over high school graduates and the comparative results with countries with the top performing college graduates.

**Presentations:** Brink, Thorn

**Biographies:** Hopper, Brink, Thorn, Kahn

3:30-4:30 PM

CIHE International Session Keynote #2B  
(continued)

**PIAAC: Objectives and Methods**

**Presenters:** R. Hopper; W. Thorn; S. Brink; Cassandra S. Ardinger, CIHE Commissioner, Public Member,

Salon E

4th

## New Hampshire (moderating)

This session aims to provide an overview of the objectives and methods of the Programme for the International Assessment of Adult Competencies (PIAAC). It will explore the rationale for the study, the way in which literacy, numeracy and problem solving – including planning, collaboration, negotiation, and coaching – in technology-rich environments are conceptualized, as well as a review of core findings. In addition, this session will provide an overview of the technical processes by which the comparability of the results across languages and cultures was made possible. This brief presentation will also trace the participation of the US in international surveys of adult foundational competencies, comparing the American survey characteristics in PIAAC 2012. Useful reports and data sources are also presented along with proposed modifications in upcoming PIAAC instruments and survey methods.

Presentations: Brink,

Thorn Biography: Ardinger

3:30-4:30 PM	CIHE Follow Up Discussion with Panel #3 speakers Presenters: T. McNair; P. Marshall; E. Nunez; J. Peterson; Mary Ellen Jukoski, President, Three Rivers Community College, Norwich, CT and CIHE Commissioner (moderating)	Salon F	4th
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Biography: Jukoski

3:30-4:30 PM	CIHE Panel #4 Entrepreneurial Thinking: Its Role and Impact in Different Educational Settings Presenters: Vincent P. Manno, Provost and Dean of Faculty, Professor of Engineering, Olin School of Engineering, Needham, MA; Camille Colatosti, Dean, Institutional Assessment and Graduate Studies, Berklee College of Music, Boston, MA; Alfred J. Nanni, Jr., Provost, Professor of Management Accounting, Babson College, Wellesley, MA; Thomas L. G. Dwyer, Provost, Johnson & Wales University, Providence, RI and CIHE Commissioner (moderating)	Salon A-D	4th
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Entrepreneurship, once viewed as only relevant to business education, now permeates nearly all higher education settings. What is entrepreneurship? How should it be embedded in learning experiences? How do we assess success? In this interactive session, leaders for three disciplinarily diverse schools – Babson College, a standard setter in entrepreneurship education, Berklee College of Music, a training

ground for contemporary music performance and industry leaders, and Olin College of Engineering, widely recognized for engineering education innovation – will discuss how their institutions address these questions. Babson’s focus is to infuse students with a philosophy of Entrepreneurial Thought and Action – viewing the world around us, not memorizing “content.” The integrated Babson curricula emphasize looking for opportunity to improve a situation and identifying the actions to pursue that opportunity. Berklee focuses on their students developing the confidence, skill and instinct to not only master established repertoire but also to create the “new.” Achieving this outcome is based on the realization that persistence, evaluation, iteration and instinct are as important as preparation. At Olin, student learning emphasizes the connectivity of feasibility, versatility and desirability. Students need to experience the power of intrinsic motivations and to see engineering as a people-centered profession, requiring the ability to advocate and to deal with ambiguity. A common challenge for each institution is how to define and evaluate behaviors that provide evidence of achieving these outcomes.

Presentations: Manno, Colatosti, Nanni

Biographies: Manno, Colatosti, Nanni, Dwyer

4:30-5:00 PM	CIHE Follow Up Discussion with Panel #2 speakers Presenters: M. Cima; C. Ortiz	Salon E	4th
4:30-5:00 PM	CIHE Follow Up Discussion with Panel #4 speakers Presenters: V. Manno; C. Colatosti, A. Nanni; Karen Muncaster, Vice President for the Rabb School for Continuing Studies, Brandeis University, Waltham, MA (moderating)	Salon A-D	4th
	Biography: Muncaster		
5:00-6:00 PM	CIHE Reception	Salon G	4th

Thursday, December 11, 2014

6:30 AM-7:00 AM	Sunrise Stretch Gentle yoga-inspired stretches to start your day! All welcome (no special attire, equipment or prior experience needed) Instructor: Samantha Cameron	Provincetown	4th
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A welcome wakeup call for mind and body! Sweet stretches prepare your day by expanding breath and

opening muscular intuitive forces. This short class offers a moment of bliss through easy stretching for those in a chair, and/or those on the mat. Emphasis is on connecting breath to expand and loosen necks, shoulders, backs, hamstrings and hips. (No prior experience or equipment necessary...come as you are.)

Biography: Cameron

7:00 AM-5:00 PM	Registration	Registration A	4th
7:00-9:00 AM	Complimentary Continental Breakfast	Foyer	4th
7:00 AM-5:00 PM	Complimentary all day coffee service	Foyer	4th
7:45-8:45 AM	CIHE Panel #5 (open to all conference attendees) International Student Success	Salon F	4th

Presenters: Mary L. Churchill, Associate Provost and Dean for Innovation and Partnerships, Salem State University, MA; Hans van der Giessen, Provost and Vice President for Academic Affairs, University of Bridgeport, Bridgeport, CT; Willis G. Wang, Vice President and Associate Provost for Global Programs, Deputy General Counsel, Boston University, Boston, MA; Peter J. Langer, Associate Provost, University of Massachusetts – Boston and CIHE Commissioner (moderating)

What are the outcomes of initiatives that schools implement to support international student success? Are institutions over reliant on tuition revenue from international students and managing what happens if certain numbers drop? These questions and others are addressed by three panelists from three very different schools, a medium sized public institution, a medium sized private institution, and a large private institution, all of which have significant international student populations.

Presentations: Churchill, van der Giessen, Wang

Biographies: Churchill, van der Giessen, Wang, Langer

7:45-8:45 AM	CIHE Panel #6 (open to all conference attendees)N- SARA (New England State Authorization Reciprocity Agreement) Presenters: Edward D. Klonoski, President, Charter Oak State College, New Britain, CT; William Clements, Vice President and Dean of the College of Graduate Studies, Norwich University, VT; John Cunningham, CEO, UMASS Online, University of Massachusetts System; Sandra J. Doran, Director of	Salon E	4th
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the N-SARA Project, New England Board of Higher Education, Boston, MA; Marshall A. Hill, Executive Director, National Council for State Authorization Reciprocity Agreements (NC-SARA), Boulder, CO; Robert L. Pura, President, Greenfield Community College, Greenfield, MA (moderating)

How can State Authorization Reciprocity Agreement, SARA, become a part of your state authorization, risk management, and enrollment management strategies? Where is your state/institution in relation to being able to join SARA? When is the optimal time to join SARA? This experienced panel will lead the conversation about the (SARA). Variations in rates and levels of participation in SARA across the nation will also be debated. A review of data on the authorization efforts of institutions and states will be discussed. The processes and applications by which states and institutions can join SARA will be reviewed with examples from states and institutions that have already completed these processes.

[NC-SARA Information Sheet NE.pdf](#); [NC-SARA State Status Matrix.pdf](#)

Presentation: Cunningham

Biographies: Klonoski, Clements, Cunningham, [Doran](#), Hill, Pura

9:00-10:00 AM	<p>General Session (K-20 Panel) open to all conference attendees</p> <p>College Readiness, Access and Acceleration</p> <p>Presenters: E. Edward Klotzbier, Vice President, New England Regional Office, The College Board, Waltham, MA; Gillian B. Thorne, Executive Director, Office of Early College Programs, Director, UConn Early College Experience, University of Connecticut, Storrs, CT; CPS panelist (to be announced); Wilfredo Nieves, President, Capital Community College, Hartford, CT and CIHE Commissioner (moderating)</p> <p>As more high school students in New England seek to access higher education, institutions in our region have developed a range of innovative, data-driven systems for supporting the transition to post-secondary learning and accelerating the path to success. In this session participants will learn about a range of varied and complementary models aimed at bringing enhanced rigor and college-level learning into the high school classroom. These models –which will encompass national, regional, and program perspectives – will include:</p>	Salon E	4th
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- A unified approach to assessment and instruction. In partnership with its K12 and Higher Education members, College Board is working to expand access to opportunity through identifying opportunity with PSAT/NMSQT, supporting college access through a redesigned SAT and advancing college success through Advanced Placement.

- Innovative models of concurrent enrollment. UConn Early College Experience (UConn ECE) is the oldest concurrent enrollment program in the nation (1955) and is accredited by NACEP (2007, 2014). As a well-established CEP, UConn ECE serves as a model and mentor to other programs across the region and throughout the nation, providing: college readiness for a wide range of academic abilities, access for all socio-economic groups and, acceleration for motivated students who accept the challenge of college work.

Presentation: Klotzbier

Biographies: Klotzbier, Thorne, Nieves

10:15-11:45 AM

CIHE Keynote #3 and Follow Up (open to all conference attendees)

Institutional Benchmarking for Accreditation and Student Success

Presenter: Douglas Shapiro, Executive Research Director, National Student Clearinghouse® Research Center™, Herndon, VA; Jean A. Wyld, Vice President for Academic Affairs, Springfield College. Springfield, MA (moderating)

For the past three years, the National Student Clearinghouse Research Center has published annual reports of student completion rates at the national, state and sector levels. These reports have become a new standard for consistently measured outcomes that go beyond first time, full time cohort graduation rates, taking into account students who transfer and those who enroll less than full time. In 2014 we introduced institution-level reports, allowing schools and colleges to benchmark their own results directly to the state and national reports. Today, the Clearinghouse is piloting a program that takes this process one step further, providing to e