8/13 - Summary Notes

Student Learning Assessment in a Shifting Higher Ed Landscape

Wednesday, August 13, 2025

Breakout Room	Facilitator (link to individual breakout room memory notes)
1	[Group notes for room 1: Amy Buhrow](#)
2	[Group notes for room 2: Roxan Alexander-Arntson](#)
3	[Group notes for room 3: Lisa Bortman](#)
4	[Group notes for room 4: Rebecca Dean](#)
5	[Group notes for room 5: Nicole Espinoza](#)
6	[Group notes for room 6: Shannon Helfinstine](#)
7	[Group notes for room 7: Yao Zhang Hill](#)

Summary of Key Takeaways from the Participants

Room	Room Summary, if applicable
1	Summary from Participants Not Provided
2	Summary from Participants Not Provided
3	1. *The assessment process is a slow and steady process moving forward. You can't overburden the faculty. Need to keep moving forward. Serving our student population.* 2. *Assessment is a human process; not just fixated on data and the completion of steps. There are many pieces of relationship building to consider as well* 3. *With the changing landscape there are so many unknowns. We need to just keep doing what we are doing. Demonstrate that assessment is worthwhile and meaningful to the mission of the institution*
4	Summary from Participants Not Provided

5	1) Platforms for assessment
	● Wide variance: many programs aren't on a dedicated platform; they rely on program-level analytics, shared drives, and ad-hoc tools.
	● Tools cited: Google Drive (for maps/artifacts), Qualtrics (surveys), Nuventive Approve, Watermark Planning & Self-Study, Power BI (dashboards), student-level progression data; "Etree" mentioned (reference unclear).
	● Core pain point: organization—dispersed systems and artifacts make coordination and reporting hard.
	2) Assessing very small programs/cohorts
	● Shift evidence to portfolios and assignment-level artifacts aligned to PLOs using rubrics.
	● Aggregate at course/assignment or multi-year levels rather than by individual students.
	● Be cautious reporting survey results with tiny Ns (risk of instability/identifiability).
	● It's appropriate to push back and reframe expectations toward continuous improvement over high-stakes conclusions.
	3) Navigating sensitive areas (e.g., counseling assessment)
	● Prioritize 1:1 conversations, small, incremental changes, and faculty-friendly forms/tools.
	● Emphasize how modest adjustments directly support student needs.
	4) Leveraging AI
	● Use AI for benchmarking against peers and gap analysis; accelerate dashboard creation (e.g., with Power BI).
	● For "department of one," lean on AI aids and training resources (e.g., Instats.org for statistics) and apply AI to qualitative analysis workflows
6	Summary from Participants Not Provided
7	Tiptoeing around DEI – Continue with the programming that we do, but reframe it as teaching/assessment in support of ALL students Shift from equity to Technology (AI) – leverage it to teach students to use it critically, ethically, and transparently. Use AI to advance equity in teaching and assessment: provide equitable learning opportunities and assessment tasks (student-specific problems for them to solve). Meanwhile, we need to be mindful of making our work transparent for students. Safeguard sensitive information: never input personal and sensitive information related to personnel issues and student. Institutions should consider purchasing enterprise versions of AI tools to have better safeguard of institutional information.

Burning questions/what brought you to this ALE?

Room	Additional Burning Questions, if applicable

1	How might a shift to state-level accreditation affect our work in assessment?
	    ● Will it be forced or will it be a choice?
	        https://www.flbog.edu/wp-content/uploads/2025/07/Business-Plan-updated-July-1-1.pdf
	In what ways can collaboration enhance resilience, learning, and quality across our campuses?
	
	Is any of this normal? GA & OH - must publish all syllabi for general public consumption; Six state consortium to create a new accreditation body (driven by Florida BOT); If we don't like the rules, do we write new ones?
	    ● https://highered.ohio.gov/educators/academic-programs-policies/sb1/sb1
	    ● https://www.flbog.edu/wp-content/uploads/2025/07/Business-Plan-updated-July-1-1.pdf
	    ● APLU CIMA - Funding for schools based on ROI of career outcomes
	Human Centered Assessment
	    ● Position assessment reporting as actionable items to seek resources - monetary to tech;being their advocate and helping them build reporting that supports resources requests that support student learning

	● Keeping assessment student centered by streamlining processes and conversations about data and about the process. ● Sit alongside the program and go through the challenges faculty were having. Shifting to Blackboard Ultra to collect data. ● [What type of Data Wizard are you? #tableauquiz	Tableau Public](#)
2	How are institutions navigating today's challenges and opportunities in higher education? ● One challenge we are facing is low enrollment and the need to recruit students. ● Utilizing data storytelling is a way to share our work in an effective, useful way ● Data Analytics, Data Visualization & Communicating Data : 3 books in 1 ● Learn the Processes of Data Analytics and Data Science, Create Engaging Data ... Present Data Effectively by Elizabeth Clarke ● before & after: practical makeovers for powerful data stories by Wiley ● This can be used "outside of the box" in departments like recruiting/HR and marketing to new students ● Programs with low enrollment are difficult to assess empirically. ● Defining your program/process clearly helps to meet accreditation requirements while also providing useful data (with the challenge of adhering to the definitions) ● Small programs may provide an opportunity for qualitative assessment (portfolios, exit interviews with graduates, etc.) What assessment and accreditation practices are evolving and what remains steady? ● What platforms/ systems are institutions using? ● HelioCampus (cumbersome) ● Live Text ● Canvas ● "Homegrown" like using GoogleDocs How might a shift to state-level accreditation affect our work in assessment? ● This is a new idea for most of us. It could be useful to have the collaboration and conversations of other colleges and universities. In what ways can collaboration enhance resilience, learning, and quality across our campuses? ● We all came to this meeting to share ideas and learn from each other, which will impact these areas. Have there been administrative policies/mandates that have impacted assessment and/or budget? ● New restrictions on DEI initiatives have required changes in diversity and the ways we aggregate data ● Being further down the chain of command means we are not always informed of changes unless they specifically impact us
3	How are institutions navigating today's challenges and opportunities in higher education? ● Budget cuts and loss of administrative coordinators, 2. State wide mandates, 3. Workforce readiness What assessment and accreditation practices are evolving and what remains steady? ● So many unknowns How do you begin in assessment and start the process ● Small wins, 2 take one step at a time ● Find units or departments that are willing/excited about it and leverage them as a use case and trial/error ● Slow rollout to prevent burnout ● Give yourself the time to build trust; assessment is an easy target for frustrations ● Managing from the middle I've developed some guiding principles for my unit: ● Commitment to collaboration ● Mindfulness of faculty workload ● Embracing iterative nature of assessment ● Ensuring assessment is purposeful, sustainable, and strategic
4	How are institutions navigating today's challenges and opportunities in higher education? ● How the changes in the landscape of DEI has impacted assessment and accreditation. What assessment and accreditation practices are evolving and what remains steady? ● SNHU has continued to assess DEI as programmatic themes in discussion questions and ePortfolio work. How might a shift to state-level accreditation affect our work in assessment? ● From a FL perspective was brought up…

	In what ways can collaboration enhance resilience, learning, and quality across our campuses?
	    ● Collaboration can occur within the Institutional Effectiveness unit of work across campuses.
	Teaching contemporary education in higher education this fall. How do we feel about what's going on?
	    ● Impact of the presidential order and the ability to disaggregate data that represents are students

5	What platforms are people using to assist with assessment?
	    ● Many schools are not using platforms - using analytics packages for programs.
	    ● Looking at evaluation software that is located in different places.
	    ● Google Folders and Files is used in Siena to develop map
	    ● Etree?
	    ● Central problem is organization!
	    ● Use of Qualtrics to send out surveys;
	    ● Texas Tech - Nuventive Approve, Watermark Planning & Self-Study
	    ● Student Level Progression information.
	Programs enrollment are very small; Difficulty doing assessment on small groups? How do you respond to this issue?
	    ● Using Portfolio work instead.
	    ● Aggregate the data instead
	    ● Using assignment instead of people; looking into program learning outcome as an aggregate level - using rubric design
	    ● Be careful on making broader based assessment activity on a smaller number of students. Do not report out survey data
	    ● Don't worry about pushing back and explaining information on how to use for continuous improvement
	Responding to sensitive issues like counseling assessment when there is push back?
	    ● Spending one on one time to discuss small incremental small changes.
	    ● Developing forms and making tools for faculty
	    ● Any little changes are great changes for student needs.
	How can you leverage AI tools in your work?
	    ● Comparing bench marks to peer institutes; finding gaps
	    ● Helps to create dashboard in Power BI
	    ● For Department of one, for expedition of this material use this of AI Materia, teaching newcomers to help with statistics: Instats.org
	    ● Qualitative Analysis

6	How are institutions navigating today's challenges and opportunities in higher education?
	    ● Trying to follow rules without drawing flags
	    ● Keep data (but not report yet!)
	What assessment and accreditation practices are evolving and what remains steady?
	    ● Take general practices of equitable assessment and still find a way to apply to ALL students
	Small program assessments (e.g., 2-6)?
	    ● What to do with small N programs?

7	What are the changes and challenges that institutions are experiencing now?
	    - Getting faculty participation in assessment (faculty don't see the meaning and that assessments are used for programs and divisions)
	    - HLC or other accreditation groups they come and do their evaluation. Faculty might have this idea that we are doing 20 years of accountability. However, we are only addressing broad standards without concrete guidelines. Murky situation with marginal participation.
	    - Ongoing changing political landscape: what do we report and what not do
	    - How to deal with advancing DEI work
	    - Curriculum evolvement: recent emphasis on ethics, equity to now AI, technology, showing a shift of emphasis. For Business, how to carry out ethical leadership. Does it go across other disciplines

Ideas to Address Burning Questions

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1	Ideas to Address were not included OR added to Burning Questions Section
2	Ideas to Address were not included OR added to Burning Questions Section
3	Ideas to Address were not included OR added to Burning Questions Section
4	Accreditation: ● Required removal of diversity, equity, and inclusion language ● New laws in Florida and Texas around accreditation ● Are we unable to disaggregate our data?!? ● Data that is used as proxies for "unlawful" data ● Need to maintain double accreditations! ● Some programs/institutions still maintain their DEI initiatives! ● Do we know what our accreditors are even doing? ● Department of Education can't really help people - dismantled!
5	Ideas to Address were not included OR added to Burning Questions Section
6	(small N): Two approaches: 1- refer back to previous 1-2 year's data - compare, any changes? Not just numbers, but students behind the numbers 2- don't report in percentages (can hide), e.g., "majority of student" ● Look at courses around withdrawals and form student focus groups Some example language for reports (if required): ● Programs with fewer than five students eligible for assessment (based on the specified measure) may submit a placeholder statement in lieu of results, as small sample sizes may not support meaningful analysis ● If any actions are planned or underway to address low enrollment (e.g., program marketing, curricular redesign, outreach efforts), these should be documented in the Action section within PSS for institutional awareness and future reference.
7	DEI - We don't do for one student that we don't do for all. We frame it as we do it for all students. As Chair of DEI in a state where DEI is illegal is a struggle. In the field of Health, we need to make sure equal access. - Assessment in Support of All Students as reframing DEI work - In the state (East side), we have state support. You are building on quicksand because we are not sure about the federal budget. We have a large number of part-time students. For a time, there was concern that their financial Pell Grant support may be taken away. More challenging for long-term planning. Faculty are still doing: TILT: pedagogy that benefit all students (e.g., TILT transparency benefits all students, and in particular, English Language Learners, neurodivergent students, first gen students) - NECHE and WASC no longer requires institutions to meet DEI standards. - Sample assessment report: Degree Program Assessment Reports Shift from Equity to Technology (AI)

	- The biggest problem of AI model is based on existing data that has inherent existing bias. Trying to leverage those tools–we are dumping our information to the public, if we didn't purchase own services services. → We purchased our own learning models (copilot $30 per user → 300,000 a month, not possible). LMS (lumi AI model based on Claude). Need to adhere to HEPPA and FERPA. Plan to use it for screening of the applicants. - UH purchased: Notebook LM, Gemini - Do not put any personal information and sensitive information - Where is the disconnect? What are we teaching: The curriculum for business students now offers how to use AI than on ethical leadership. Faculty embrace the tools that students use. We have ChatGPT 4.o, Lama model. There is a hesitant on faculty's side allowing students to use AI. Students' don't want blank access. AI assisted work vs students putting in their own effort. Can we truly assess learning with AI in the mix. - Leverage AI to enhance Teaching and Learning

Success Strategies, Resources, and Experiences

Room	Success Strategies, if applicable
1	Success Strategies was not included by participants OR added to the Burning Questions
2	Success Strategies was not included by participants OR added to the Burning Questions
3	1. Multiple instructors so it makes it challenging 2. Use the data in program reviews, make it more cumulative 3. Owned by disciplines at our college - share it at a department level, discipline level. 4. Not much time in the process to use it 5. Giving departments time to share their results with each other 6. Programs to see what other programs are doing 7. Our business degrees go through aacsb. They have assessment coordinators who are on the assessment committee and a separate curriculum committee. They opted to meet together as a whole group to review the annual assessment report. They met once a week last Nov and it was a very successful experience where both groups had feedback and input into the final document and make decisions about closing the loop that are feasible and implementable
4	● For not falling into a pit of despair: connecting with colleagues; connecting with students; weekly newsletter with positive work that's happening and is still important; consider how our work can be changed to protect our students and colleagues; So much going on so just needs to keep going ● Compliance without losing our values: university design; working toward things that help our students that are aligned toward helping all students; ● Finding donor money. Need IE, may make IE elevated in importance Will our programs recognize the importance of assessment more? ● Is the current landscape elevating the relevance and importance of IE?? Are our leaders going to look at IEfor leadership more? ● How do we reframe the conversation to get more people onboard with assessment: this is how you show your worth, and all the good work you are doing
5	Success Strategies was not included by participants OR added to the Burning Questions
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7	Success Strategies was not included by participants OR added to the Burning Questions

ChatGPT Summary of ALE Meeting for Topic:
Student Learning Assessment in a Shifting Higher Ed Landscape

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1. General Assessment Principles

- **Slow & Steady Approach:** Assessment should be gradual, preventing faculty burnout. Small, steady progress builds trust and sustainability.
- **Human-Centered Process:** Assessment is not just about data—it requires relationship building, collaboration, and keeping student needs at the center.
- **Purpose Over Compliance:** Many participants emphasized that assessment should demonstrate value and meaning to the institution's mission, not just meet external demands.

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2. Platforms, Tools, and Data Challenges

- **Dispersed Systems:** Institutions use a wide mix of tools—Google Drive, Qualtrics, Power BI, Nuventive, Watermark, Canvas, HelioCampus, etc. Lack of centralization is a pain point.
- **Small Programs / Low Enrollment:** Traditional metrics often don't work for programs with very small cohorts. Workarounds include:
    - Using portfolios, assignments, or multi-year aggregation.
    - Avoiding unstable survey results with small N.
    - Reframing results as "continuous improvement" rather than high-stakes accountability.
- **Sensitive Data:** Caution is required in areas like counseling and DEI. Incremental, faculty-friendly changes and one-on-one conversations help.

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3. Political & Accreditation Landscape

- Shifts Toward State-Level Accreditation: Florida, Ohio, and others are exploring state-run accrediting bodies. Questions remain:
    - Will it be mandatory or optional?

- ○ How will it impact institutional autonomy?
- ○ Will new accrediting rules replace traditional ones?

- ● Impact of DEI Restrictions:
  - ○ Laws in Florida, Texas, and other states are limiting DEI language and data disaggregation.
  - ○ Some institutions continue DEI work quietly by reframing it as "assessment in support of all students."
  - ○ Risk of losing federal alignment if disaggregation is restricted.

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4. AI and Technology in Assessment

- ● Opportunities:

  - ○ Benchmarking against peer institutions.
  - ○ Accelerating dashboard/report generation in Power BI.
  - ○ Supporting "departments of one" with AI-assisted qualitative analysis and statistical tools (e.g., Instats.org).
  - ○ Creating equitable, personalized assessment tasks for students.

- ● Concerns:

  - ○ Data privacy (FERPA/HEPAA compliance, need for enterprise-level tools).
  - ○ Inherent bias in AI models.
  - ○ Tension between AI-assisted student work vs. authentic student learning.
  - ○ Faculty hesitancy and lack of clear guidelines.

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5. Challenges in Faculty Engagement

- ● **Participation & Buy-In:** Faculty often see assessment as burdensome or disconnected from teaching.
- ● **Strategies:**
  - ○ Position assessment as resource advocacy (e.g., link reports to funding and tech needs).
  - ○ Build trust through small wins and pilot projects.
  - ○ Share positive narratives via newsletters and inter-departmental sharing

6. Success Strategies

- **Collaborative Models:** Some institutions bring assessment and curriculum committees together for joint reviews, which fosters stronger buy-in.
- **Storytelling & Communication:** Using data storytelling and visualization makes findings more engaging and useful, not just compliance-driven.
- **Protecting Values Amid Compliance:** Institutions strive to balance legal/political compliance with their student-centered missions.
- **Reframing Conversations:** Assessment framed as evidence of value and advocacy for resources increases leadership interest.

7. Additional Burning Questions Participants Raised

- How will state-level accreditation change the field, and should institutions prepare for multiple accreditors?
- How to fairly assess small programs without misrepresenting data?
- How to sustain DEI-focused assessment under legal and political restrictions?
- How to balance AI adoption with equity, ethics, and transparency?
- How to keep faculty engaged and prevent burnout while maintaining rigor

✅ Overall Takeaway:

Institutions are navigating a complex environment of political pressures, shrinking resources, and emerging technologies. The most successful strategies appear to be incremental, collaborative, student-centered, and adaptable—balancing compliance requirements with meaningful, mission-driven assessment.

Room 1 - Amy Buhrow

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 1 Facilitator: Amy Buhrow
Instructions:
1. **Select a room facilitator** if your facilitator is not here. The facilitator makes sure everyone has an opportunity to contribute and to take notes. **Everyone can contribute to the notes. The content of the notes is publicly accessible.**
2. **Go with the flow of the conversation. Below is a suggested timing and sequence to go through 3 topics** in about 50 minutes:
   a. Burning Question: What brought you here?
   b. Group discussion of the burning questions
   c. Each shares a success strategy
   d. Summarize the group's major takeaways to share with the large group (begin this around 3:50pm ET)

Group Members	
Name: Tom Lilly **Institution: Georgia Gwinnett College** **Role/Office:** Academic Assessment and Accreditation **Email: tlilly@ggc.edu**	**Name: Amy Buhrow** **Institution: Northern Illinois University** **Role/Office:** Asst. Vice Provost Assessment and Accreditation **Email: abuhrow@niu.edu**
Name: Jessica Turo**s** **Institution:** Bowling Green State University **Role/Office:** Associate Director, Office of Academic Assessment **Email:** jmturos@bgsu.edu	**Name: Leslie Yow** **Institution: The University of Alabama** **Role/Office:** OIE Specialist **Email: layow@ua.edu**
Name: **Institution:** **Role/Office:** **Email:**	**Name:** **Institution:** **Role/Office:** **Email:**
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Student Learning Assessment in a Shifting Higher Ed Landscape

Group Members

Questions - What Brought You Here?

As the landscape of higher education continues to shift—from declining enrollment and workforce pressures to evolving accreditation models and increasing calls for accountability—assessment professionals are facing new challenges and opportunities. In this ALE gathering, attendees will engage in **informal conversations in small breakout rooms** *of 4-6 people, exploring questions such as the prompts and topics indicated in the left column!*

Add additional rows if you discuss other questions or topics!

(Optional) Guiding Questions	Participant Response Notes

How are institutions navigating today's challenges and opportunities in higher education?	
What assessment and accreditation practices are evolving and what remains steady?	
How might a shift to state-level accreditation affect our work in assessment?	Will it be forced or will it be a choice? https://www.flbog.edu/wp-content/uploads/2025/07/Business-Plan-updated-July-1-1.pdf
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	
Participant-provided burning question:	Is any of this normal? GA & OH - must publish all syllabi for general public consumption; Six state consortium to create a new accreditation body (driven by Florida BOT); If we don't like the rules, do we write new ones? https://highered.ohio.gov/educators/academic-programs-policies/sb1/sb1 https://www.flbog.edu/wp-content/uploads/2025/07/Business-Plan-updated-July-1-1.pdf APLU CIMA - Funding for schools based on ROI of career outcomes
Participant-provided burning question: Human Centered Assessment	1. Position assessment reporting as actionable items to seek resources - monetary to tech;being their advocate and helping them build reporting that supports resources requests that support student learning 2. Keeping assessment student centered by streamlining processes and conversations about data and about the process.

| | 3. Sit alongside the program and go through the challenges faculty were having. Shifting to Blackboard Ultra to collect data. |
| | 4. [What type of Data Wizard are you? #tableauquiz \| Tableau Public](#) |

Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.

Room 2 - Roxan Alexander-Arntson

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 2 Facilitator: Roxan Alexander-Arntson
Instructions:

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Group Members	
Name: Tracy Bartholomew **Institution: Rider University** **Role/Office:** Accreditation Coordinator, College of Education and Human Resources **Email: tbartholomew@rider.edu**	**Name: Roxan Alexander-Arntson** **Institution: Glendale Community College** **Role/Office:** Assistant Director of Assessment / Communication Faculty **Email: roxan.arntson@gccaz.edu**
Name: Sarah Rencher **Institution: Coconino Community College** **Role/Office:** Faculty Assessment Coordinator **Email: sarah.rencher@coconino.edu**	**Name:** **Institution:** **Role/Office:** **Email:**
Name: Nancy Waressen **Institution:** Prince George's Community College **Role/Office:** Research Analyst, Assessment **Email:** waressna@pgcc.edu	**Name:** **Institution:** **Role/Office:** **Email:**
Name: Shannon Milligan **Institution: University of California San Diego** **Role/Office:** Director of the Education Research and Assessment Hub, Teaching and Learning Commons **Email: smilligan@ucsd.edu**	**Name:** **Institution:** **Role/Office:** **Email:**

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	- Utilizing data storytelling is a way to share our work in an effective, useful way
	    - *Data Analytics, Data Visualization & Communicating Data : 3 books in 1 Learn the Processes of Data Analytics and Data Science, Create Engaging Data ... Present Data Effectively* by Elizabeth Clarke
	    - *before & after: practical makeovers for powerful data stories* by Wiley
	- This can be used "outside of the box" in departments like recruiting/HR and marketing to new students
	Programs with low enrollment are difficult to assess empirically.
	- Defining your program/process clearly helps to meet accreditation requirements while also providing useful data (with the challenge of adhering to the definitions)
	- Small programs may provide an opportunity for qualitative assessment (portfolios, exit interviews with graduates, etc.)

What assessment and accreditation practices are evolving and what remains steady?	What platforms/ systems are institutions using? - HelioCampus (cumbersome) - Live Text - Canvas - "Homegrown" like using GoogleDocs What are the criteria/considerations others use when purchasing systems? Would money be better spent hiring additional personnel versus a system?

How might a shift to state-level accreditation affect our work in assessment?	This is a new idea for most of us. It could be useful to have the collaboration and conversations of other colleges and universities.
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	We all came to this meeting to share ideas and learn from each other, which will impact these areas.
Participant-provided burning question:	Have there been administrative policies/mandates that have impacted assessment and/or budget? - New restrictions on DEI initiatives have required changes in diversity and the ways we aggregate data - Being further down the chain of command means we are not always informed of changes unless they specifically impact us
Participant-provided burning question:	

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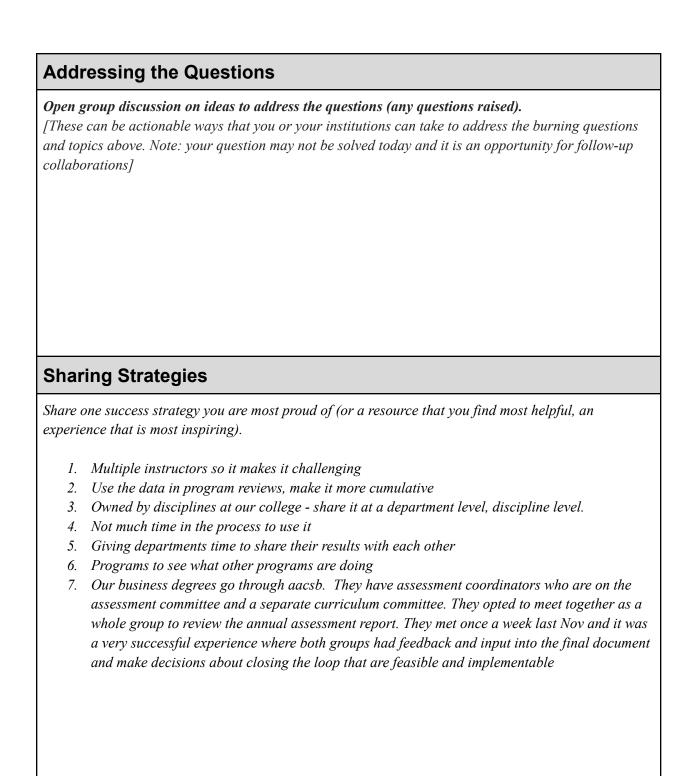
Room 3 - Lisa Bortman

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Group Members	
Name: Lisa Bortman **Institution:** Mentorship Collaborative **Role/Office:** Principal Director **Email:** bortman.lisa@gmail.com **Name:** Dana Angello **Institution:** Northwest Vista College in San Antonio, TX **Role/Office:** Assistant Professor/Faculty Assessment Coordinator in the Center for Teaching & Learning **Email:** dangello@alamo.edu **Name: Allison Chatterjee** **Institution: Indiana University** **Role/Office:** Associate Director, Online Program Assessment **Email: akchatte@iu.edu** **Name:** **Institution:** **Role/Office:** **Email:**	**Name:** Terrance Cao **Institution:** Pepperdine University **Role/Office:** Associate Director of Special Projects **Email:** terrance.cao@pepperdine.edu **Name: Charlene Jones** **Institution: North Carolina A&T State University** **Role/Office:** Assessment and UX Librarian **Email: cjones31@ncat.edu** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**

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How might a shift to state-level accreditation affect our work in assessment?	
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	
Participant-provided burning question: *How do you begin in assessment and start the process*	1. Small wins, 2 take one step at a time 2. Find units or departments that are willing/excited about it and leverage them as a use case and trial/error 3. Slow rollout to prevent burnout 4. Give yourself the time to build trust; assessment is an easy target for frustrations 5. Managing from the middle I've developed some guiding principles for my unit: ●Commitment to collaboration ●Mindfulness of faculty workload ●Embracing iterative nature of assessment ●Ensuring assessment is purposeful, sustainable, and strategic
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Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).

1. *Multiple instructors so it makes it challenging*
2. *Use the data in program reviews, make it more cumulative*
3. *Owned by disciplines at our college - share it at a department level, discipline level.*
4. *Not much time in the process to use it*
5. *Giving departments time to share their results with each other*
6. *Programs to see what other programs are doing*
7. *Our business degrees go through aacsb. They have assessment coordinators who are on the assessment committee and a separate curriculum committee. They opted to meet together as a whole group to review the annual assessment report. They met once a week last Nov and it was a very successful experience where both groups had feedback and input into the final document and make decisions about closing the loop that are feasible and implementable*

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.

1. *The assessment process is a slow and steady process moving forward. You can't overburden the faculty. Need to keep moving forward. Serving our student population.*
2. *Assessment is a human process; not just fixated on data and the completion of steps. There are many pieces of relationship building to consider as well*

3. *With the changing landscape there are so many unknowns. We need to just keep doing what we are doing. Demonstrate that assessment is worthwhile and meaningful to the mission of the institution*

Room 4 - Rebecca Dean

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 4 Facilitator: Rebecca Dean
Instructions:

7. **Select a room facilitator** if your facilitator is not here. The facilitator makes sure everyone has an opportunity to contribute and to take notes. **Everyone can contribute to the notes. The content of the notes is publicly accessible.**
8. **Go with the flow of the conversation. Below is a suggested timing and sequence to go through 3 topics** in about 50 minutes:
   a. Burning Question: What brought you here?
   b. Group discussion of the burning questions
   c. Each shares a success strategy
   d. Summarize the group's major takeaways to share with the large group (begin this around 3:50pm ET)

Group Members

Name: Pam Shefman **Institution: UHCL** **Role/Office:** Exec Director, Planning & Assessment **Email: shefman@uhcl.edu**	**Name: Gabriel Keney** **Institution: Saint Francis University** **Role/Office:** Director of Institutional Effectiveness **Email: gkeney@francis.edu**
Name: Julia Attanasio **Institution: Montclair State University** **Role/Office:** Senior Assessment Coordinator **Email: attanasioju@montclair.edu**	**Name: Lissette Tolentino** **Institution: UF** **Role/Office:** Associate Director/Assistant Scholar, Institutional Assessment **Email: ltolen@ufl.edu** **Name: Rebecca Dean**
Name: Karen White-Goyzueta **Institution: Southern New Hampshire University** **Role/Office:** Psychology Instructor/SME **Email: k.white-goyzueta@snhu.edu**	**Name: Rebecca Dean** **Institution: Michigan State University** **Role/Office:** Director of Assessment and Data Analytics for Undergraduate Education **Email: deanreb2@msu.edu**

Group Members

Questions - What Brought You Here?

*As the landscape of higher education continues to shift—from declining enrollment and workforce pressures to evolving accreditation models and increasing calls for accountability—assessment professionals are facing new challenges and opportunities. In this ALE gathering, attendees will engage in **informal conversations in small breakout rooms** of 4-6 people, exploring questions such as the prompts and topics indicated in the left column!*

Add additional rows if you discuss other questions or topics!

(Optional) Guiding Questions	Participant Response Notes

How are institutions navigating today's challenges and opportunities in higher education?	How the changes in the landscape of DEI has impacted assessment and accreditation.
What assessment and accreditation practices are evolving and what remains steady?	SNHU has continued to assess DEI as programmatic themes in discussion questions and ePortfolio work.
How might a shift to state-level accreditation affect our work in assessment?	From a FL perspective was brought up…
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	Collaboration can occur within the Institutional Effectiveness unit of work across campuses.
Participant-provided burning question:	Teaching contemporary education in higher education this fall. How do we feel about what's going on?
Participant-provided burning question:	Impact of the presidential order and the ability to disaggregate data that represents are students

Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

Accreditation:
Required removal of diversity, equity, and inclusion language
New laws in Florida and Texas around accreditation

Are we unable to disaggregate our data?!?
Data that is used as proxies for "unlawful" data
Need to maintain double accreditations!
Some programs/institutions still maintain their DEI initiatives!
Do we know what our accreditors are even doing?
Department of Education can't really help people - dismantled!

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).
For not falling into a pit of despair: connecting with colleagues; connecting with students; weekly newsletter with positive work that's happening and is still important; consider how our work can be changed to protect our students and colleagues; So much going on so just needs to keep going

Compliance without losing our values: university design; working toward things that help our students that are aligned toward helping all students;

Finding donor money. Need IE, may make IE elevated in importance Will our programs recognize the importance of assessment more?

Is the current landscape elevating the relevance and importance of IE?? Are our leaders going to look at IEfor leadership more?

How do we reframe the conversation to get more people onboard with assessment: this is how you show your worth, and all the good work you are doing

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.

Room 5 - Nicole Espinoza

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 5 Facilitator: Nicole Espinoza, Director of Assessment, Nevada State University
Instructions:

9. **Select a room facilitator** if your facilitator is not here. The facilitator makes sure everyone has an opportunity to contribute and to take notes. **Everyone can contribute to the notes. The content of the notes is publicly accessible.**
10. **Go with the flow of the conversation. Below is a suggested timing and sequence to go through 3 topics** in about 50 minutes:
    a. Burning Question: What brought you here?
    b. Group discussion of the burning questions
    c. Each shares a success strategy
    d. Summarize the group's major takeaways to share with the large group (begin this around 3:50pm ET)

Group Members	
Name: Nicole Espinoza (Facilitator) **Institution:** Nevada State University **Role/Office:** Director of Assessment **Email:** nicole.espinoza@nevadastate.edu **Name:** **Institution:** **Role/Office:** **Email:** **Name: Ebony Brunn** **Institution: University of Houston-Clear Lake** **Role/Office:** Manager of DSA Assessment **Email: brunn@uhcl.edu** **Name: Gilbert Castillo** **Institution: Texas Tech Univ** **Role/Office:** Director of Assessment & Accred **Email: gilcasti@ttu.edu**	**Name:** Sandra Hiebert **Institution:** McPherson College **Role/Office:** Director of Assessment and Compliance **Email:** hieberts@mcpherson.edu **Name:** **Institution:** **Role/Office:** **Email:** **Name: Lisa Yu** **Institution: Siena University** **Role/Office:** Associate Director of IE **Email: fyu@siena.edu** **Name:** **Institution:** **Role/Office:** **Email:**

Questions - What Brought You Here?

*As the landscape of higher education continues to shift—from declining enrollment and workforce pressures to evolving accreditation models and increasing calls for accountability—assessment professionals are facing new challenges and opportunities. In this ALE gathering, attendees will engage in **informal conversations in small breakout rooms** of 4-6 people, exploring questions such as the prompts and topics indicated in the left column!*

Add additional rows if you discuss other questions or topics!

(Optional) Guiding Questions	Participant Response Notes
How are institutions navigating today's challenges and opportunities in higher education?	
What assessment and accreditation practices are evolving and what remains steady?	
How might a shift to state-level accreditation affect our work in assessment?	
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	
Participant-provided burning question: **What platforms are people using to assist with assessment?**	Many schools are not using platforms - using analytics packages for programs. - Looking at evaluation software that is located in different places. - Google Folders and Files is used in Siena to develop map - Etree? - Central problem is organization! - Use of Qualtrics to send out surveys; - Texas Tech - Nuventive Approve, Watermark Planning & Self-Study - Student Level Progression information.
Participant-provided burning question: **Small programs enrollment are very small; Difficulty doing assessment on small groups? How do you respond to this issue?**	- Using Portfolio work instead. - Aggregate the data instead - Using assignment instead of people; looking into program learning outcome as an aggregate level - using rubric design

	- Be careful on making broader based assessment activity on a smaller number of students. Do not report out survey data - Don't worry about pushing back and explaining information on how to use for continuous improvement
Participant-provided burning question: **Responding to sensitive issues like counseling assessment when there is push back?**	Spending one on one time to discuss small incremental small changes. Developing forms and making tools for faculty Any little changes are great changes for student needs.
Participant-provided burning question: **How can you leverage AI tools in your work?**	- Comparing bench marks to peer institutes; finding gaps - Helps to create dashboard in Power BI - For Department of one, for expedition of this material use this of AI Materia, teaching newcomers to help with statistics: Instats.org - Qualitative Analysis

Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.

Prepared by ChatGPT:

Here's a concise synthesis of the discussion.

Summary of Burning Questions & Takeaways

1) Platforms for assessment

- Wide variance: many programs aren't on a dedicated platform; they rely on program-level analytics, shared drives, and ad-hoc tools.
- Tools cited: Google Drive (for maps/artifacts), Qualtrics (surveys), Nuventive Approve, Watermark Planning & Self-Study, Power BI (dashboards), student-level progression data; "Etree" mentioned (reference unclear).
- Core pain point: **organization**—dispersed systems and artifacts make coordination and reporting hard.

2) Assessing very small programs/cohorts

- Shift evidence to **portfolios** and **assignment-level artifacts** aligned to PLOs using rubrics.
- **Aggregate** at course/assignment or multi-year levels rather than by individual students.
- Be cautious reporting **survey results** with tiny Ns (risk of instability/identifiability).
- It's appropriate to **push back** and reframe expectations toward continuous improvement over high-stakes conclusions.

3) Navigating sensitive areas (e.g., counseling assessment)

- Prioritize **1:1 conversations**, **small, incremental changes**, and **faculty-friendly forms/tools**.
- Emphasize how modest adjustments directly support **student needs**.

4) Leveraging AI

- Use AI for **benchmarking** against peers and **gap analysis**; accelerate **dashboard** creation (e.g., with Power BI).
- For "department of one," lean on AI aids and training resources (e.g., **Instats.org** for statistics) and apply AI to **qualitative analysis** workflows

Quick, actionable next steps

- Centralize artifacts with a simple **folder + naming + metadata** convention and a living **assessment map** (owner, evidence, rubric, cadence).
- For small Ns, adopt a **multi-year rolling aggregate** and **assignment-to-PLO rubrics**; predefine **reporting thresholds** (e.g., don't publish survey subgroups <10).
- Create **starter templates** (portfolio checklist, rubric shells, change-log form) to lower faculty lift.
- Pilot one **dashboard** (Power BI) that surfaces 3–5 indicators tied to PLOs and shows trends over time.
- Pick one AI use case to start (e.g., **benchmark summary** or **qualitative coding assist**) and document the workflow for reuse.

Room 6 - Shannon Helfinstine

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 6 Facilitator: Shannon Helfinstine
Instructions:

11. **Select a room facilitator** if your facilitator is not here. The facilitator makes sure everyone has an opportunity to contribute and to take notes. **Everyone can contribute to the notes. The content of the notes is publicly accessible.**

12. **Go with the flow of the conversation. Below is a suggested timing and sequence to go through 3 topics** in about 50 minutes:
    a. Burning Question: What brought you here?
    b. Group discussion of the burning questions
    c. Each shares a success strategy
    d. Summarize the group's major takeaways to share with the large group (begin this around 3:50pm ET)

Group Members	
Name: Dr Fiona H. Chrystall **Institution: AALHE/A-B Tech Community College** **Role/Office:** President (AALHE)/Title III Director & Institutional Planner **Email: president@aalhe.org** **Name:** Shannon Helfinstine **Institution: Kent State University** **Role/Office:** Assoc Dir Assessment **Email: shelfin3@kent.edu** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**	**Name: Dr. Valerie Lemmon** **Institution: Messiah University** **Role/Office:** Director of Assessment of Student Learning **Email: vlemmon@messiah.edu** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**

Student Learning Assessment in a Shifting Higher Ed Landscape

Questions - What Brought You Here?

As the landscape of higher education continues to shift—from declining enrollment and workforce pressures to evolving accreditation models and increasing calls for accountability—assessment professionals are facing new challenges and opportunities. In this ALE gathering, attendees will engage in **informal conversations in small breakout rooms** *of 4-6 people, exploring questions such as the prompts and topics indicated in the left column!*

Add additional rows if you discuss other questions or topics!

(Optional) Guiding Questions	Participant Response Notes
How are institutions navigating today's challenges and opportunities in higher education?	Trying to follow rules without drawing flags Keep data (but not report yet!)
What assessment and accreditation practices are evolving and what remains steady?	Take general practices of equitable assessment and still find a way to apply to ALL students
How might a shift to state-level accreditation affect our work in assessment?	
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	
Small program assessments (e.g., 2-6)	What to do with small N programs?
Participant-provided burning question:	

Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

(small N): Two approaches: 1- refer back to previous 1-2 year's data - compare, any changes? Not just numbers, but students behind the numbers 2- don't report in percentages (can hide), e.g., "majority of student"

Look at courses around withdrawals and form student focus groups

Some example language for reports (if required):
Programs with **fewer than five students eligible for assessment** (based on the specified measure) may submit a placeholder statement in lieu of results, as small sample sizes may not support meaningful analysis
 If any actions are planned or underway to address low enrollment (e.g., program marketing, curricular redesign, outreach efforts), these should be **documented in the Action section** within PSS for institutional awareness and future reference.

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).

Made it through year 1 in this role! (yay!)

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.

Room 7 - Yao Zhang Hill

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 7 Facilitator: Yao Zhang Hill
Instructions:

13. **Select a room facilitator** if your facilitator is not here. The facilitator makes sure everyone has an opportunity to contribute and to take notes. **Everyone can contribute to the notes. The content of the notes is publicly accessible.**
14. **Go with the flow of the conversation. Below is a suggested timing and sequence to go through 3 topics** in about 50 minutes:
    a. Burning Question: What brought you here?
    b. Group discussion of the burning questions
    c. Each shares a success strategy
    d. Summarize the group's major takeaways to share with the large group (begin this around 3:50pm ET)

Group Members

Name: Yao Hill **Institution: University of Hawaii at Manoa** **Role/Office:** Assessment and Curriculum Support Center **Email: yaozhang@hawaii.edu**	**Name: Joel Farrell** **Institution: Texas Tech University Health Sciences Center** **Role/Office:** Vice Provost for Institutional Effectiveness **Email: joel.farrell@ttuhsc.edu**
Name: Lisa Spencer **Institution: Univ of Hawaii - West O'ahu** **Role/Office:** Assessment Liaison - PUBA **Email: lisaspen@hawaii.edu**	**Name: Erica Andrews** **Institution: University of North Carolina at Charlotte** **Role/Office:** Director of Assessment **Email: eandre20@charlotte.edu**
Name: Kim Stevens **Institution: North Shore Community College** **Role/Office:** Senior Specialist for Assessment **Email: kstevens@northshore.edu**	**Name: Adesola Ogundimu** **Institution: Johns Hopkins University** **Role/Office:** Sr. Instructional Designer **Email: aogundimu@jhu.edu**
Name: **Institution:** **Role/Office:** **Email:**	**Name:** Shannon McGregor and Nermine Tawdros **Institution:** Lake Land College, Mattoon, IL **Role/Office:** Associate Dean of Curriculum and Assessment and Assessment Coordinator **Email:** smcgregor2@lakelandcollege.edu

Questions - What Brought You Here?

*As the landscape of higher education continues to shift—from declining enrollment and workforce pressures to evolving accreditation models and increasing calls for accountability—assessment professionals are facing new challenges and opportunities. In this ALE gathering, attendees will engage in **informal conversations in small breakout rooms** of 4-6 people, exploring questions such as the prompts and topics indicated in the left column!*

Add additional rows if you discuss other questions or topics!

(Optional) Guiding Questions	Participant Response Notes
How are institutions navigating today's challenges and opportunities in higher education?	
What assessment and accreditation practices are evolving and what remains steady?	
How might a shift to state-level accreditation affect our work in assessment?	
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	
Participant-provided burning question:	What are the changes and challenges that institutions are experiencing now? - Getting faculty participation in assessment (faculty don't see the meaning and that assessments are used for programs and divisions) - HLC or other accreditation groups they come and do their evaluation. Faculty might have this idea that we are doing 20 years of accountability. However, we are only addressing broad standards without concrete

	guidelines. Murky situation with marginal participation.
	- Ongoing changing political landscape: what do we report and what not do
	- How to deal with advancing DEI work
	- Curriculum evolvement: recent emphasis on ethics, equity to now AI, technology, showing a shift of emphasis. For Business, how to carry out ethical leadership. Does it go across other disciplines
	-
Participant-provided burning question:	

Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

DEI
- We don't do for one student that we don't do for all. We frame it as we do it for all students. As Chair of DEI in a state where DEI is illegal is a struggle. In the field of Health, we need to make sure equal access.
- Assessment in Support of All Students as reframing DEI work
- In the state (East side), we have state support. You are building on quicksand because we are not sure about the federal budget. We have a large number of part-time students. For a time, there was concern that their financial Pell Grant support may be taken away. More challenging for long-term planning. Faculty are still doing: TILT: pedagogy that benefit all students (e.g., TILT transparency benefits all students, and in particular, English Language Learners, neurodivergent students, first gen students)
- NECHE and WASC no longer requires institutions to meet DEI standards.
- Sample assessment report: Degree Program Assessment Reports

Faculty Engagement
-

Shift from Equity to Technology (AI)
- The biggest problem of AI model is based on existing data that has inherent existing bias. Trying to leverage those tools–we are dumping our information to the public, if we didn't

purchase own services services. → We purchased our own learning models (copilot $30 per user → 300,000 a month, not possible). LMS (lumi AI model based on Claude). Need to adhere to HEPPA and FERPA. Plan to use it for screening of the applicants.
- UH purchased: Notebook LM, Gemini
- Do not put any personal information and sensitive information
- Where is the disconnect? What are we teaching: The curriculum for business students now offers how to use AI than on ethical leadership. Faculty embrace the tools that students use. We have ChatGPT 4.o, Lama model. There is a hesitant on faculty's side allowing students to use AI. Students' don't want blank access. AI assisted work vs students putting in their own effort. Can we truly assess learning with AI in the mix.
- Leverage AI to enhance Teaching and Learning

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.

Room 7 Discussion Summary
Tiptoeing around DEI – Continue with the programming that we do, but reframe it as teaching/assessment in support of ALL students

Shift from equity to Technology (AI) – leverage it to teach students to use it critically, ethically, and transparently. Use AI to advance equity in teaching and assessment: provide equitable learning opportunities and assessment tasks (student-specific problems for them to solve). Meanwhile, we need to be mindful of making our work transparent for students. Safeguard sensitive information: never input

personal and sensitive information related to personnel issues and student. Institutions should consider purchasing enterprise versions of AI tools to have better safeguard of institutional information.

Room 8 - Jessica Turos

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 8 Facilitator: Jessica Turos - moved to room 1
Instructions:

15. **Select a room facilitator** if your facilitator is not here. The facilitator makes sure everyone has an opportunity to contribute and to take notes. **Everyone can contribute to the notes. The content of the notes is publicly accessible.**
16. **Go with the flow of the conversation. Below is a suggested timing and sequence to go through 3 topics** in about 50 minutes:
    a. Burning Question: What brought you here?
    b. Group discussion of the burning questions
    c. Each shares a success strategy
    d. Summarize the group's major takeaways to share with the large group (begin this around 3:50pm ET)

Group Members	
Name: Jessica Turo**s** **Institution:** Bowling Green State University **Role/Office:** Associate Director, Office of Academic Assessment **Email:** jmturos@bgsu.edu **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**	**Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**

Questions - What Brought You Here?

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Add additional rows if you discuss other questions or topics!

(Optional) Guiding Questions	Participant Response Notes
How are institutions navigating today's challenges and opportunities in higher education?	
What assessment and accreditation practices are evolving and what remains steady?	
How might a shift to state-level accreditation affect our work in assessment?	
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	
Participant-provided burning question:	
Participant-provided burning question:	

Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.

Room 9 - Kevin Guidry

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 9 Facilitator: <mark>Kevin Guidry</mark>
Instructions:

17. **Select a room facilitator** if your facilitator is not here. The facilitator makes sure everyone has an opportunity to contribute and to take notes. **Everyone can contribute to the notes. The content of the notes is publicly accessible.**
18. **Go with the flow of the conversation. Below is a suggested timing and sequence to go through 3 topics** in about 50 minutes:
    a. Burning Question: What brought you here?
    b. Group discussion of the burning questions
    c. Each shares a success strategy
    d. Summarize the group's major takeaways to share with the large group (begin this around 3:50pm ET)

Group Members	
Name: **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**	**Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**

Student Learning Assessment in a Shifting Higher Ed Landscape

Questions - What Brought You Here?

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Add additional rows if you discuss other questions or topics!

(Optional) Guiding Questions	Participant Response Notes
How are institutions navigating today's challenges and opportunities in higher education?	
What assessment and accreditation practices are evolving and what remains steady?	
How might a shift to state-level accreditation affect our work in assessment?	
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	
Participant-provided burning question:	
Participant-provided burning question:	

Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.

Room 10 - Facilitator Name

Student Learning Assessment in a Shifting Higher Ed Landscape

Room 10 Facilitator: <mark>NAME</mark>
Instructions:

19. **Select a room facilitator** if your facilitator is not here. The facilitator makes sure everyone has an opportunity to contribute and to take notes. **Everyone can contribute to the notes. The content of the notes is publicly accessible.**
20. **Go with the flow of the conversation. Below is a suggested timing and sequence to go through 3 topics** in about 50 minutes:
    a. Burning Question: What brought you here?
    b. Group discussion of the burning questions
    c. Each shares a success strategy
    d. Summarize the group's major takeaways to share with the large group (begin this around 3:50pm ET)

Group Members
Name: **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**	**Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:** **Name:** **Institution:** **Role/Office:** **Email:**

Student Learning Assessment in a Shifting Higher Ed Landscape

Questions - What Brought You Here?

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Add additional rows if you discuss other questions or topics!

(Optional) Guiding Questions	Participant Response Notes
How are institutions navigating today's challenges and opportunities in higher education?	
What assessment and accreditation practices are evolving and what remains steady?	
How might a shift to state-level accreditation affect our work in assessment?	
In what ways can collaboration enhance resilience, learning, and quality across our campuses?	
Participant-provided burning question:	
Participant-provided burning question:	

Addressing the Questions

Open group discussion on ideas to address the questions (any questions raised).
[These can be actionable ways that you or your institutions can take to address the burning questions and topics above. Note: your question may not be solved today and it is an opportunity for follow-up collaborations]

Sharing Strategies

Share one success strategy you are most proud of (or a resource that you find most helpful, an experience that is most inspiring).

Summary & Takeaways from Discussion

Summarize the group's major takeaways to share with the large group.