University of Pittsburgh

2015 Assessment Conference

University Club
123 University Place

January 30, 2015

8:30-9:00 am  Breakfast – Ballroom A

9:00-10:30 am  Welcome, Vice Provost for Graduate Studies Alberta Sbragia
Opening Remarks, Provost Patricia E. Beeson
Introduction of Keynote Speaker, Vice Provost for Undergraduate Studies Juan Manfredi

Keynote Address, Marco Molinaro
Improving Student Outcomes through Evidence-Based Actions
Assistant Vice Provost for Undergraduate Education and iAMSTEM Hub Director
Abstract and Biography are provided on page 2.

10:45 am-12:15 pm  Break-Out Sessions

**Ballroom B: Undergraduate Program Assessment - Pittsburgh Campus**
Assessment Process in School of Nursing Baccalaureate Program: Examples of Change
Kathy Puskar
Associate Dean for Undergraduate Education
School of Nursing
Moderator: Juan Manfredi, Vice Provost for Undergraduate Studies

**Conference Room A: Undergraduate Program Assessment - Johnstown Campus**
Using the Results of Assessment to Improve the Assessment Process
Patty Wharton-Michael
Co-Chair of the Communication Department
University of Pittsburgh at Johnstown
Moderator: Janet Grady, Vice President for Academic Affairs

**Gold Room: Graduate Program Assessment**
Considerations in Assessment of a PhD Program
Dennis Galletta
Professor and Director of the Doctoral Program
Joseph M. Katz Graduate School of Business
Moderator: Alberta Sbragia, Vice Provost for Graduate Studies

12:30-2:00 pm  Lunch – Ballroom A

Recap of Break-out Sessions from presenters and moderators.
Resources and Annual Timeline for Assessment
Joe Horne, Director for Instructional Services
Center for Instructional Development & Distance Education
Juan Manfredi and Alberta Sbragia
Keynote Address: Improving Student Outcomes through Evidence-Based Actions

Student outcomes in higher education are often thought of as dependent solely on a student's level of preparedness, capability and willingness to seriously engage in the courses required of their sought degree. We often fail to realize that the student is just one part of a system that includes the student, curricular experiences, co-curricular supports, and the administrative policies and infrastructure. Considering the entire system we start to see numerous new leverage points that can be optimized and experimented with. In this presentation I will discuss our experiences at UC Davis with internally developed tools that can help identify patterns in student flows throughout our systems and identify potential action points, ways to monitor instructional outcomes and intervention effectiveness, and specific approaches and results related to targeted instructional innovations in blended large courses in introductory biology and chemistry.

Biography
Marco Molinaro, Ph.D., is the Assistant Vice Provost for Undergraduate Education Innovation, Research and Analytics and Director of the iAMSTEM Education Hub at UC Davis. Dr. Molinaro has been a project director of numerous nationally funded STEM educational and training programs for grades 6-16 and has developed and taught multiple undergraduate courses. He has over 19 years of educational experience creating and leading applications of technology for instruction, scientific visualization and simulation, curriculum, and science exhibits for students from elementary school through graduate school and for the general public. The educational technology products he has developed are still in use many years later as part of nationwide curricular projects such as FOSS (upper elementary and middle school science), Chemlinks (undergraduate chemistry instruction) and Nanozone.org (public exhibit on nanotechnology). Currently Molinaro is leading the UC Davis university wide effort to improve undergraduate STEM student success - the iAMSTEM Hub. As part of the effort, the Hub is working with faculty and staff across the university to: 1) evolve the undergraduate STEM curriculum, 2) understand and measure change with new analytics tools and approaches that guide instructional change and, 3) develop actionable student success models. His projects have been funded though the NSF, NIH and various private foundations such as Gates, Intel and the Helmsley Trust.