Assessment of Student Learning across the University continues to be driven by faculty and staff within the institution’s seven Schools. The Schools are best positioned to develop and support useful assessment processes that will result in continuous improvement of their educational effectiveness. However, if communication about assessment practices across the Schools is not planned and supported, there is the risk of missing opportunities for rich conversations about best practices, challenges, and lessons learned. Moreover, without intentional sharing of assessment plans and data, it would be difficult to report on learning outcomes assessment from the University perspective.

Established and charged by the Provost, a university-wide committee brings together personnel from all seven Schools and the University Dean of Graduate Studies to support sustainable assessment processes, share assessment strategies, report on school-level activity, and participate in professional development activities related to learning outcomes assessment. The 2014-2015 academic year brought significant changes to this committee.

On May 1, 2015 an Assistant Provost for Academic Administration was added to the Provost’s staff and tasked with serving as the University’s chief assessment officer and accreditation liaison officer. Dr. Jane Marie Souza drew upon the 2014 Middle States evaluation team suggestions and recommendations as well as the revised 2014 Standards for Accreditation and Requirements for Affiliation to guide changes to the existing assessment liaison group.

“Useful assessment processes help faculty and staff make appropriate decisions about improving programs and services, developing goals and plans, and making resource allocations. Because institutions, their students, and their environments are continually evolving, effective assessments cannot be static; they must be reviewed periodically and adapted in order to remain useful.”

Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations
http://msche.org/publications.asp
Changes implemented include the following:

1) The committee was renamed the **University Committee on Educational Effectiveness Assessment** (UCEEA) to reflect the group’s focus on Middle States Standard V: Educational Effectiveness Assessment.

2) A representative from the Eastman Institute for Oral Health was added to the UCEEA to provide perspective from this unique educational setting.

3) An assessment plan for the UCEEA was drafted and presented to the Provost for approval. The plan included detailed activities in support of the Provost’s charge to the committee as well as strategies to address Middle States recommendations.

4) Meetings for the UCEEA were scheduled for each month of the academic year September through April to ensure continuous communication across the University.

5) The National Institute for Learning Outcomes Assessment (NILOA) **Transparency Framework** was adopted as a mechanism to document aspects of the learning outcomes assessment cycle across all Schools within the University. The NILOA Transparency Framework webpage was launched from the updated Academic Administration section of the Provost’s webpage.

6) The School-level annual reporting template was revised to emphasize documentation of evidence-based change and demonstrate ongoing activities in the learning outcomes assessment loop: goals, activities, measures of success, use of the data.

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**MSCHE Recommendation:**

MSCHE Recommendation: The team recommends that the University develop and implement a plan to evaluate the proposed assessment process to improve its relevance and effectiveness.

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**2014 Accreditation Visit**

MSCHE Recommendation:

The team recommends that the University implement the plan outlined by the provost to disseminate a summary of the annual assessment reports submitted by the units.
As noted above, the template for the Schools to submit annual reports to the Office of the Provost was revised. The new format encourages summaries that document changes implemented or in the planning process to improve teaching and learning. These annual reports are not meant to replace comprehensive annual reports that may be required by Deans at the School level.

As the assessment processes within each School matured, they became increasingly complex, incorporating a growing variety of assessment strategies appropriate for their unique educational settings ranging from music to medical education. Rather than requiring a lengthy report on the status of all the learning outcomes within each School, the collection of concise reports is aimed at generating a University-wide log of evidence-based changes that should be included in the overall assessment story for the institution. The reports are also intended to serve as a means to track progress on goals for improvement over time. In short, they should answer the question: What do we most want to document and track for each School from the past academic year?

The brief summaries presented below capture the key assessment initiatives for each School as described in their reports. Collectively, they demonstrate the range of strategies employed to continuously improve teaching and learning across the university.

The full report submissions are available within the individual Schools.

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**University Committee on Educational Effectiveness Assessment**

Jane Marie Souza, Assistant Provost for Academic Administration, Chair UCEEA

Amy Bruinooge, Simon Business School, Associate Dean/Director

Vanessa Buckholz, Eastman Institute for Oral Health, Registrar

John Hain, Eastman School of Music, Assistant Dean of Academic Affairs / Director of Assessment

Logan Hazen, Warner School of Education, Assistant Professor (clinical) Educational Leadership

Margaret Kearney, Office of Graduate Studies, Vice Provost and University Dean of Graduate Studies

Linda Lipani, School of Medicine and Dentistry-Graduate Education, Graduate Registrar and Director of Student Services

Barbara Masi, Arts, Science and Engineering, Director of Education Innovation and Assessment Initiatives

Christopher Mooney, School of Medicine and Dentistry- Medical Education, Director of Assessment

Bethel Powers, School of Nursing, Professor and Director of Evaluation Office and the PhD Program

James Zavislan, Hajim School of Engineering and Applied Sciences, Associate Dean, Education and New Initiatives
ARTS, SCIENCES and ENGINEERING

UCEEA Representative: Barbara Masi, Director Education Innovation/Assessment Initiatives

Five areas were targeted for improvement in the College (courses and programs that impact all undergraduates in Arts, Sciences and Engineering) and graduate programs in Arts, Sciences and Engineering. They included the College STEM Foundation Course Initiative, the College Portfolio Initiative, the College Curriculum Review Committee, and the College Major and Assessment Initiative, and a Graduate Studies Professional Development Initiative. Details of these projects, including assessment results, are provided in the full annual report.

GOAL 1: In the College STEM Foundation Course Initiative, the overall goal is to improve student learning and performance in the STEM foundation courses including those in math, physics, biology and chemistry in order to improve retention in STEM majors and Economics (MTH 14x series, MTH 16x series, STT 21x series, PHY 113/114, PHY121122, CHM 131/132). Roughly 950 out of 1250 freshman across Arts, Sciences and Engineering majors complete one or more of these courses during their first years. With College support, and with the approval of the Deans of Arts and Sciences and the Hajim School, faculty in each of these major introductory course series worked with assessment and education experts to review student performance using a mix of direct and indirect measures (course grade, student surveys, high school background) to identify key teaching and learning issues, and used this analysis to determine solutions. For example, the PHY 113/114 and PHY 121/122 series are important gateway courses to several engineering and science majors. Physics faculty designed new self-paced, mastery learning courses; in their analysis of student performance, students performed on average one letter grade better than students in the traditional lecture-exam course. Math faculty designed a new placement process for the MTH 14x and MTH 16x series; the placement process uses additional measures including SAT/ACT scores, high school background, and a math placement test to determine placement of students from all AS&E majors. These and other continuous improvement strategies are detailed in the full report.

GOAL 2: A goal was set to develop students’ ability to set academic and professional goals, engage in exploration of academic and career interests related to their goals, and prepare communications in appropriate professional formats. The College Portfolio Initiative which included a freshman ePortfolio curriculum, provided activities in support of this goal. The pilot program produced positive assessment results and was subsequently approved by the Dean for additional funding and program expansion. The Writing, Speaking and Argument Center designed a new series of courses in Developing Professional Identity, the WRT 27X series, that are embedded in majors in science and social sciences. In engineering, the WRT 27x course is offered at the school level.
ARTS, SCIENCES and ENGINEERING (continued)

GOAL 3: In Spring 2015, the College Curriculum Review Committee, with faculty representatives from each division, commenced a review of key initiatives in Arts, Sciences and Engineering undergraduate education including the Rochester Curriculum, global education, experiential learning and professional development. The committee’s charge was to review existing curriculum and programs in each area and, using assessment data, enrollment trends, and cognizant program director input to highlight areas for improvement. By the end of AY 2014-15, the committee’s review process was well underway; the group reviewed numerous data sources and met with directors of offices involved in assessment, institutional research, writing, global education, experiential learning, community engagement, and advising. The committee’s report will be presented to the deans in Arts, Sciences and Engineering in Spring 2016.

GOAL 4: The College Major Innovation and Assessment Initiative was launched to create incentive for faculty in undergraduate degree programs to undertake new approaches to major assessment and curricular change. Faculty were asked to review assessment data from the previous academic year, supplement data with additional assessment data gathered by committees, use the data to target areas for curricular improvement, and submit an innovation proposal for consideration for funding by the Dean. Several projects were funded in Brain and Cognitive Science and Psychology, and several more are in the planning stages in Biology, Statistics, Economics, Political Science and Audio Music Engineering. In addition, department and school assessment planning workshops will be offered in the next academic year. Additional details are presented in the full assessment report.

GOAL 5: The Graduate Studies Professional Skill Development Initiative focused on identifying the students making use of professional development programming, identifying gaps in support programs, identifying desired professional competencies, and revising/creating professional development programs. As of the report date professional competencies have been defined in six core areas. Learning outcomes have been defined for each professional competency with each of these aligned with one or more professional development programs. An ePortfolio curriculum and tool is under development with a pilot roll-out planned for Spring 2016.
EASTMAN SCHOOL OF MUSIC

UCEEA Representative: John Hain, Assistant Dean of Academic Affairs and Director of Assessment

The Eastman School of Music targeted four distinct goals for improvement during the 2014-2015 academic year as noted below.

GOAL 1: While the School has adopted the broad Student Learner Competencies as required by the National Association of Schools of Music (NASM), it set a goal of updating more specific learning outcomes for its undergraduate and graduate degrees. The School plans to support achievement of this goal by engaging faculty curriculum committees in the revision process. The target date for completion is the end of the 2015-2016 academic year. At that time, the revised undergraduate and graduate learning outcomes will be included in the National Institute for Learning Outcomes Transparency Framework on the Provost’s Assessment webpage.

GOAL 2: The School plans to implement a systematic method for collecting the rich, authentic feedback that faculty members provide students following their juried performances. The Director of Assessment plans to work with departments needing assistance to create rubrics. The target identified is to have rubrics/forms in place for a pilot test for the December 2015 juries. The departments could then use the rubrics/forms for the April 2016 juried performances.

GOAL 3: The School plans to simplify the process for tracking undergraduate progress through the five-semester theory sequence. A new database will be designed during summer 2015 with the target of testing it during the Fall 2015 semester. Once implemented, the data collected in this more efficient process will allow for refined reporting and data analysis. Faculty will have a powerful tool to measure the effectiveness of the core music theory curriculum.

GOAL 4: This goal targets the Eastman School of Music graduating student exit survey. It was determined that the existing survey is long, repetitive and does not offer the opportunity for students to provide feedback on key areas of the Eastman experience. Departments and Offices across the School will collaborate to design a new exit survey with the target deployment date of April/May 2016. Data from the new survey will be shared broadly across the Departments to inform continuous improvement and be included in the next year’s assessment report.
EASTMAN INSTITUTE FOR ORAL HEALTH

UCEEA Representative: Vanessa Buckholz, Registrar

The Eastman Institute for Oral Health (EIOH) was added to the University Committee on Educational Effectiveness Assessment during the summer of 2015. While EIOH is part of the School of Medicine and Dentistry, it offers an assessment perspective from a unique educational setting. The goals identified below suggest the desire to further connect and integrate with the University.

GOAL 1: The Eastman Department of Dentistry articulated a goal to revise syllabi for its core course in accordance with University graduate requirements. Faculty course directors will work on the syllabi with a target for having them ready for review and approval by the Curriculum Committee by the end of the 2016 academic year.

GOAL 2: Reflecting the need to provide clear and accurate information to students of the Institute, this goal is focused on reviewing and updating all Program of Study Manuals. Activities supporting the target of publishing updated manuals by the end of the 2015-2016 academic year will be led by the registrar in collaboration with appropriate departmental personnel. The updated transcript information will be incorporated in the University student information system.
HAJIM SCHOOL OF ENGINEERING and APPLIED SCIENCES

UCEEA Representative: Jim Zavislan, Associate Dean, Education and New Initiatives

Four areas of emphasis were articulated by the Hajim School of Engineering and Applied Sciences. The work in the areas of student preparation in math and science and deploying introductory physics classes represents a continuation of efforts from the previous year. Additionally, Hajim employed feedback from advisory committees to adopt a goal related to curricular changes to stress oral and written communication skills.

GOAL 1: The School planned to ensure that all incoming students were placed in the appropriate math sequence. Information from University Admissions and the Math Department was reviewed to recommend math placement for all incoming students prior to orientation. Advisors were instructed to enforce the placements; however, students had the option of taking a placement test at the end of orientation, which if passed would enable them to enroll in a higher level math course. Data from the placement tests were documented and will be analyzed in light of students’ future performance. This data will be used to determine if the math placement process improved student success.

GOAL 2: The intention of this goal is to provide additional support for students placed in the Math 141-143 sequence. Students placed in the MTH141-143 will be provided the option to complete MTH143 tuition-free during the first summer session. Completing MTH143 prior to the fall of the sophomore year will enable student to follow standard curriculum sequences in the remainder of the math and introductory science courses. The performance of students taking this option will be carefully monitored to inform future strategies to support student success.

GOAL 3: The goal to deploy mastery-based versions of the introductory mechanics (PHY121P) and electricity and magnetism (PHY122P) courses is a continuation of work from the previous academic year. Based on findings as articulated in the full report, collaboration with the Physics Department resulted in identifying an alternative introductory mechanics class consistent with the syllabus and course progress in MTH142. Spring 2016 will be the first semester that students going into MTH 142 will be required to take PHY113 instead of PHY121/121P. Student performance in the PHY113 class as well as performance in the later PHY122/122P will be assessed.

GOAL 4: The goal was informed by feedback from the Hajim department advisory committees, the Dean’s Advisory and Visiting Committees and data from the National Association of Colleges and Employers which stressed the importance of oral and written communication skills. To address student preparation in this area, the bachelor’s degree programs reviewed the contents of the WRT273, Communicating your Professional Identity. This course became a requirement and included an assignment to establish a LinkedIn page. Mining data from the pages will enable Hajim to assess students’ professional development. The information will aid in updating the program educational objectives.
SCHOOL OF NURSING

UCEEA Representative: Bethel Powers, Professor, PhD Programs Director and Director of the Office of Evaluation

As part of its ongoing evaluation of the overall programs curricula, taking into consideration and responding to students’ and faculty members’ concerns, four goals have been identified by the School of Nursing program subcommittees.

GOAL 1: The Undergraduate Programs Subcommittee aims to improve student performance on the NCLEX, the nursing licensure exam. Activities supporting this goal include a comprehensive assessment of current curriculum mapping to the NCLEX test plan and partnering with ATI, a private nursing education company which supports pre-licensure programs. Students will be exposed to computer based, nationally normed test preparation exams. Results will be carefully evaluated and will shape changes to the curriculum in relation to student performance on exams.

GOAL 2: The Master’s Programs Subcommittee launched a new Master of Science in Nursing Education (MNE) program and admitted the first class of 22 students in September 2015. The related goal is to evaluate the curriculum at the conclusion of each semester. Student focus groups and course evaluations will be used to inform programmatic change.

GOAL 3: During the 2014-2015 academic year, the Doctor of Nursing Practice (DNP) Program Subcommittee reviewed and revised the curriculum, based on feedback from current students, recent graduates, DNP faculty, current DNP subcommittee members, and evolving national trends. As a result of the review process several areas of curriculum enhancement were identified including adding a leadership course, adding a credit to an existing informatics course, and adding a graduate level elective course. The approved curricula changes will be implemented in the 2015-2016 academic year. Student achievement will be monitored and used by the DNP Subcommittee to identify additional opportunities for programmatic enhancement.

GOAL 4: The PhD Programs Subcommittee is evaluating the effectiveness of the Qualifying Examination, the purpose of which is to identify potential student difficulties in program completion and to provide students with meaningful feedback about their overall program progress and areas in need of strengthening. Activities supporting this goal include gathering student and faculty feedback about the exam, reviewing outcomes of exams since institution of a grading rubric in 2012, and assessing student resources to help them prepare for the exam with the target of documenting evidence-based findings and subsequent actions taken. These activities will be reported on in the next annual assessment report.
SCHOOL OF MEDICINE AND DENTISTRY- GRADUATE EDUCATION

UCEEA Representative: Linda Lipani, Graduate Registrar and Director of Student Services

Three goals were identified to improve the teaching/learning experience for students in the School of Medicine and Dentistry Graduate Education. Two goals related to improvement in writing and one in the area of support for career planning.

GOAL 1: A goal was articulated to improve students’ ability to organize and write about scientific literature. Specific activities were aimed at introducing students to citation management tools, searching the literature through formal and informal resources, and identifying quality sources of scientific information. These activities were incorporated into a new required course on *Mastering Scientific Information*. Evaluations from the course and a review of the students’ subsequent performance in this area will inform additional topics to include in the course.

GOAL 2: Student performance in qualifying exams informed the goal to improve fundamental writing skills to support scientific writing and publication. In support of this goal, a Life Science Writing Specialist was hired in 2015 to offer writing seminars, co-teach a scientific communications course, arrange for writing workshops, and provide support for graduate students. Student evaluations for the workshops offered and results of qualifying exams will be monitored to report on the efficacy of the additional training and support provided.

GOAL 3: Annual surveys of students suggested the need to increase student satisfaction with career guidance. Activities aimed at addressing this need included implementation of a grant-funded UR Best program to train students for careers outside of academia. Workshops featuring speakers from non-academic disciplines were offered and a new course on *Leadership and Management for Scientists* was developed. A Life Sciences Career Coach was hired in 2015 to support students with career exploration and personal growth. Data will be collected from student evaluations as well as exit surveys to assess the effectiveness of the strategies used and to inform additional support needed.
GOAL 1: The School of Medicine aims to improve the learning environment within the Obstetrics and Gynecology Clerkship in the third year. Activities were designed to support this goal including scheduling regular discussions with faculty and residents at affiliate hospitals, continuing Residents as Teachers education sessions, and holding focus groups with OB/GYN residents. Clerkship evaluation forms will be revised and implemented. The resulting data will be shared within the School and with the accrediting agency and used to inform change.

GOAL 2: This goal is focused on increasing the direct observation of students’ history taking and physical/mental status examination in core clerkships. Students’ self-reporting of direct observation will be monitored and used to provide feedback to clerkship directors and the senior associate dean for medical education. Information collected will be shared with the School Instruction and Curriculum Committees as well as with the accrediting agency.

GOAL 3: The School is transiting to MedHub as a means to document students’ required clinical experiences. The related goal is to monitor this transition and systematically audit the data. Information collected will be used by Clerkship Directors, the Senior Associate Dean for Medication Education, the Instruction and Curriculum Committees, as well as the accrediting agency.

GOAL 4: The School aims at improving the overall quality and perception of students’ knowledge of health systems content. The Office of Curriculum and Assessment will review relevant course evaluations and exit surveys. Information collected will be used to inform change after being shared with the Health Systems Theme Co-Directors, the Senior Associate Dean for Medical Education, and the Instruction and Curriculum Committees.

GOAL 5: This goal is to improve the overall quality of the pharmacology course and the perception of students’ knowledge of pharmacology content. The pharmacology course will be moved to the end of the first year, problem-based-learning will be removed, and simulator experience will be added. The Office of Curriculum and Assessment will review the subsequent course evaluations and exit surveys. The results of Step 1 exam scores will also be analyzed. Data collected will be shared with appropriate personnel across the School.

GOAL 6: The School will explore the possibility of developing a discipline-specific quality and safety activity in the fourth year curriculum. To accomplish this, a task force will be convened to discuss opportunities, structure, timing, etc… The target date is the end of the 2016-2017 academic year.
SIMON BUSINESS SCHOOL

UCEEA Representative: Amy Bruinooge, Associate Dean/Director

An analysis of the qualitative results from the BusinessWeek Rankings survey of MBA students and alumni was used to identify opportunities to improve the MBA program. The MBA program leadership conducted one on one interviews with every student in the graduating class of 2015. The detailed feedback, combined with recruiter feedback, resulted in the development of two major goals for the school.

Goal 1: To develop and implement the Simon EDGE program in Fall 2015. EDGE will deliver co-curricular content focusing on problem solving, communication skill building, leadership skill building, global awareness, integrity, and team building. Focus groups of first year MBA students were conducted during Fall 2015 to ascertain the program’s success and identify further areas of improvement. A revamped EDGE program will be offered to the incoming class of 2018 in Fall 2016, with continued annual review.

Goal 2: Reset the calendar and redesign the curriculum. In Fall 2015, the Strategic Planning committee identified the need to a) investigate the benefits of transitioning to a semester calendar and b) review reevaluate, and redesign the MBA curriculum. Committees have been established to consider both changes. If supported, changes to the calendar and curriculum will be a multi-year process and progress will be monitored until a successful redesign is in place.
UNIVERSITY GRADUATE STUDIES

UCEEA Representative: Margaret Kearney, Vice Provost and University Dean of Graduate Studies

Data collected from PhD graduate students surveys and PhD faculty informed two goals for University Graduate Studies.

GOAL 1: In the 2013-2014 academic year, students’ rating for non-academic career advice was determined to be an area for improvement. A goal was set to have the PhD graduates be at least “somewhat satisfied” with mentors’ career advice. Activities supporting that goal included training for teaching careers, funding for professional development, and adding a subscription to VersatilePhD.com, a resource for non-academic careers. Specific targets were set for student satisfaction with both academic and non-academic advice from mentors. The target was met for the academic advice, but not the non-academic advice. The goal to increase student satisfaction in this area was re-stated for the 2014-2015 academic year. As reflected elsewhere in this report, deans of graduate studies in several schools have set related goals, and their activities will contribute to continued improvement. Results will be monitored over time with the plan to promote availability of new resources.

GOAL 2: Faculty rated written and oral presentation in PhD defenses slightly lower than the other four PhD learning outcomes. Therefore, a goal was articulated to have students present fluent, clear and effective writing and well-argued, convincing and engaging oral responses at defenses. While concern was not great in this area, the target was set to have written and oral skills not be rated significantly lower than other aspects of the quality of their work. Data will be collected over time and re-evaluated looking at factors such as the impact of ratings for non-native speakers, and the possible impact of additional support planned in 2016 for ESL students.
WARNER SCHOOL OF EDUCATION

UCEEA Representative: Logan Hazen, Assistant Professor (clinical) Educational Leadership

The Warner School of Education identified three goals based on the formal Warner Strategic Plan and the evaluation processes of the School.

GOAL 1: The first goal is associated with the Warner strategic goal focused on establishing successful online programs. Action to meet with goal began in the previous academic year and specifically targeted preparing online instructors. Multiple activities were planned and implemented including increasing the number of online teaching and learning courses, offering a competitive scholarship for advance doctoral students to take the course sequences, and incentives for instructors to develop online versions of existing courses. Success for this goal was defined by the number of enrollments in the online courses, survey administered within the courses, and the review of official documents and online materials created for the courses. Data collected revealed that course offerings increased in both hybrid and fully online courses. Ten graduate students developed new online courses for Warner. Student survey data reported consistently high satisfaction with online course offerings and faculty reported that the new teaching experience was very beneficial to them. The collective data will be used to further enhance the online teaching and learning course sequence.

GOAL 2: A life cycle analysis of student support at Warner led to this goal to expand and professionalize the career support services of the School. To support this goal, an Assistant Director of Admissions and Student Services was hired in February 2015. Additional efforts included revising the Blackboard-based career information site, individualizing career counseling, securing new student-friendly software services (Careershift, GoingGlobal, Handshake), developing a careers workshop series, and creating formal relationships with the College Career Center and the Alumni Relations office. These efforts will continue to be evaluated by reviewing event attendance, electronic site usage, and qualitative data collection. Results will be used to inform future efforts.

GOAL 3: The National Council for Accreditation of Teacher Education (NCATE) required the Warner School to submit a report in August 2015. Therefore, this goal was to compile the necessary materials for the formal submission. A new staff position was created in 2014-2015 charged with compiling information and supporting the writing efforts of the faculty and administration. An electronic materials repository was also developed. While the report was filed on time, the support person hired left the Warner School leaving others to pick up the duties. The materials compiled and the data included in the report will support the April 2016 site visit by NCATE.
## Fall 2015 UCEEA Meeting Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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<tr>
<td>September 11, 2015</td>
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<td>October 30, 2015</td>
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<td>November 23, 2015</td>
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<td>December 14, 2015</td>
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## 2015 UCEEA Professional Development Activity

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<tr>
<th>NAME/School</th>
<th>DATE</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Margaret Kearney</td>
<td>Mar 2015 &amp; Dec. 2015</td>
<td>Association of Graduate Schools Executive Committee and Annual Conference</td>
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<tr>
<td>Christopher Mooney</td>
<td>June 2015</td>
<td>Society for Directors of Research in Medical Education Summer Conference</td>
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<td>Barbara Masi</td>
<td>June 2015</td>
<td>American Society for Engineering Education assessment workshops</td>
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<td>Jane Marie Souza</td>
<td>June 2015</td>
<td>Association for Assessment of Learning in Higher Education Annual Conference (presenter)</td>
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<tr>
<td>Linda Lipani</td>
<td>June 2015</td>
<td>Association for Assessment of Learning in Higher Education Annual Conference</td>
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<tr>
<td>James Zavislan</td>
<td>Aug. 2015</td>
<td>ABET Annual Meeting</td>
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<tr>
<td>Jane Marie Souza</td>
<td>Aug. 2015</td>
<td>Periodic Report Review Evaluator for Middle States Commission on Higher Education</td>
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<tr>
<td>Jane Marie Souza</td>
<td>Oct. 2015</td>
<td>Assessment Institute at Indianapolis (keynote presenter)</td>
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<tr>
<td>Christopher Mooney</td>
<td>Nov. 2015</td>
<td>AAMC Medical Education Conference</td>
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<tr>
<td>Linda Lipani</td>
<td>Fall 2015</td>
<td>Book: <em>Leading Change</em> by John P. Kotter</td>
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<tr>
<td>Amy Bruinooge</td>
<td>Dec. 2015</td>
<td>Middle States Annual Conference</td>
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<tr>
<td>John Hain</td>
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