Dr. Michael F. Middaugh

Michael F. Middaugh is the retired Associate Provost for Institutional Effectiveness at the University of Delaware. In that capacity, he supervised all analytical activity directed at assessing institutional effectiveness at the University. He was at the University for 26 years, with prior experience on two campuses of the State University of New York. For the past 20 years, he directed the Delaware Study of Instructional Costs and Productivity, a national data-sharing consortium of over 500 four-year colleges and universities. He is a Past-President of the Society for College and University Planning, as well as a Past-President of the Association for Institutional Research. He recently concluded his term as a Commissioner and Chair of the Middle States Commission on Higher Education, one of six regional accrediting agencies in the United States. He is the author of Planning and Assessment in Higher Education (Jossey-Bass, 2009) and Understanding Faculty Productivity (Jossey-Bass Publishers, 2001), as well as numerous book chapters and articles on instructional costs, faculty productivity, and institutional effectiveness. He now works as a full-time higher education consultant.

Dr. Middaugh holds the Bachelor of Science degree in biology from Fordham University, the Master of Arts in Liberal Studies from the State University of New York at Stony Brook, and the Doctor of Education from the State University of New York at Albany.
Dr. Staci J. Provezis

Presentation Title: Student Learning Outcomes Assessment: All Signs Point to Accreditation

Presentation Overview:

For a majority of institutions, student learning outcomes assessment is done primarily to fulfill accreditation requirements. Thus, accreditation is seen as a driver for assessment activities and as a lever for many institutions to engage people on campus with assessment. As the main quality assurance mechanism in the US, accreditation should be involved with reviewing institutions’ student learning outcomes assessment activities. At the same time, institutions’ student learning outcomes assessment processes should be more of an internally driven practice instead of a compliance activity. In this presentation, Staci Provezis, from the National Institute for Learning Outcomes Assessment, will discuss NILOA’s findings on the role of accreditation on assessment, and will talk about ways to move beyond compliance-driven activities.

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Presentation Title: Assessing Institutional Effectiveness

Presentation Overview:

Understanding the many aspects of student life, faculty and other facets of institutional operations is essential to assessing institutional effectiveness. This workshop provides an understanding of the basic components involved in assessing institutional effectiveness. It will focus on ways to measure the extent to which an institution is making the most effective and efficient use of its human and fiscal resources in support of the teaching/learning process.

The workshop will include presentations and interactive discussion with participants on strategies to identify those dimensions of institutional effectiveness that are appropriate for your institution; an overview of data collection instruments that have proven useful in assessing institutional effectiveness; student learning outcomes as a component of overall institutional effectiveness; and analytical approaches that foster the effective use of information on institutional effectiveness to support institutional decision making, particularly with respect to the allocation of human and fiscal resources.

Registration: Includes speaker handout materials and meals:

- 2-day workshop (same person) $225
- 1-day workshop (either day) $185

Accommodations: NYCC is working with area hotels to reserve a block of rooms. Check www.nycc.edu/assess for the latest on registration, hotel accommodations, workshop news.