



*Advancing a Massachusetts  
Culture of Assessment*



# 5th Annual AMCOA Conference

## Teaching with an Outcomes Approach: Assessment for Faculty Change Agents

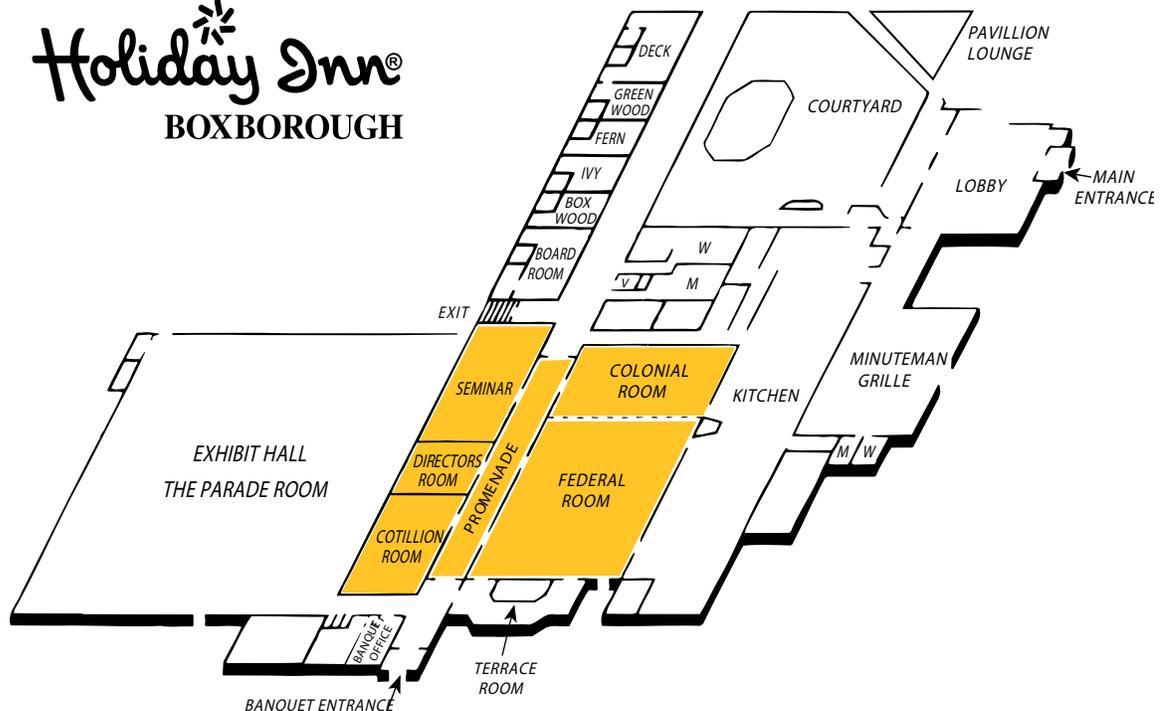
**Statewide Conference  
on Assessment in  
Higher Education**

Friday, April 22, 2016  
8 a.m. to 3:30 p.m.

Holiday Inn Boxborough  
242 Adams Place  
Boxborough, MA

# Morning Agenda

	<b>Location</b> ▼
8:00 a.m. <b>Registration</b> <b>Continental Breakfast</b>	Promenade
9:00 a.m. <b>Welcoming Remarks</b> Bonnie Orcutt	Federal Room
9:15 a.m. <b>Keynote Address</b> <b>Real-time Student Assessment: The Value of Reporting, Analyzing &amp; Using Course-Based Results On-the-Ground</b>  Peggy Maki  This keynote challenges institutions to develop a comprehensive real-time, on-the-ground assessment system. This living-in-the-present approach is now necessary to address equitably the learning needs and challenges of our currently enrolled students as they progress towards attaining a high-quality degree. Specific foci include making the case for this system, identifying principles that underlie it, and showcasing two examples that operationalize those principles.	Federal Room
10:30 a.m. <b>Move to Breakout Sessions (see map on page 3)</b>	
10:45 a.m. <b>Breakout Sessions A–D</b>	
<b>Session A. Embedding Civic Learning in the Classroom</b> John Reiff  The Massachusetts Board of Higher Education has called upon all public colleges and universities to make civic learning an expected outcome for their undergraduates. They define civic learning as acquiring the knowledge, the intellectual skills, and the applied competencies or practical skills that citizens need for informed and effective participation in civic and democratic life, and also as acquiring an understanding of the social and political values that underlie democratic structures and practices. This is an expansive definition of civic learning—much broader than the “civics” some of us had in high school classes long ago. This session will explore potential student learning outcomes involving civic knowledge, skills, and values, and will explore how faculty could build civic learning into courses offered across the curriculum.	Seminar Room
<b>Session B. Informing Pedagogy and Curricula Through the Use of Assessment Data</b> Tara Rose  According to the National Provost Survey in 2009, the need for faculty engagement and cooperation in assessment was at the top of the list for provosts. The same survey in 2013 listed the need for more professional development for faculty, more faculty involved in assessment, and more faculty using the assessment results. The lack of faculty engagement in student learning assessment stemming from the accountability movement may be due to faculty feelings of compliance rather than commitment. For many institutions, engaging faculty in assessment initiatives can be a challenging task; so how can assessment coordinators make meaning of data and inform teaching and learning in a way that draws faculty in? How can assessment data inform pedagogy and curricula in the classroom? This session will share how one institution is attempting to move away from compliance and more toward commitment by connecting assessment initiatives and using assessment data in a way that brings meaning to faculty and their courses and programs.	Colonial Room



**Location** ▼

**Session C. How I Use Assessment to Place Critical Thinking at the Center of My Course**

Cotillion Room

Rebecca Shearman

Science courses are often taught in two parts, lecture and lab. Lectures typically focus on content and nomenclature, whereas labs provide hands on experience with hypothesis testing and data analysis. As such, critical thinking skills are central to the lab but are often overlooked in lecture. I have recently redesigned several of my biology lectures to include critical thinking as a learning objective. The restructured lectures focus on helping students learn to solve problems and develop informed conclusions. In this talk, I will discuss how I used assessment to align the course syllabus, assignments and exams, and I will share examples of scaffolded assignments that I use throughout the semester.

**Session D. Course and Assignment Redesign: Integrating AAC&U Essential Learning Outcomes, Rubrics and the MSC**

Director's Room

Panelists: **Chris Cratsley**, Director of Assessment, Fitchburg State University  
**Laura Garofoli**, Psychological Sciences, Fitchburg State University  
**Elizabeth Gordon**, Earth and Geographic Science, Fitchburg State University  
**Kisha Tracy**, English Studies, Fitchburg State University

Fitchburg State University faculty have engaged with the AAC&U Essential Learning Outcomes of Critical Thinking, Quantitative Reasoning and Written Communication in collaboration with Mount Wachusett Community College faculty as part of the AAC&U Quality Collaboratives Dyad. This work, involved adapting the AAC&U rubrics for use on our campuses, and re-designing assignments to better capture the desired learning outcomes. Through the Multi-State Collaborative faculty have received additional training on scoring with these AAC&U rubrics, submitted student work for scoring, and had the opportunity to reflect on both their assignments and their course design. In this session we will discuss how this work has informed teaching and learning in select courses.

12:00 p.m. **Move to Lunch in Federal Room (see map above)**

# Afternoon Agenda

	<b>Location</b> ▼
12:00 p.m. <b>Lunch</b>	Federal Room
1:15 p.m. <b>Move to Breakout Sessions (see map on page 3)</b>	
1:30 p.m. <b>Breakout Sessions A–D</b> (repeat of morning rotation, descriptions on pages 2–3)	
<b>Session A. Embedding Civic Learning in the Classroom</b>	Seminar Room
<b>Session B. Informing Pedagogy and Curricula Through the Use of Assessment Data</b>	Colonial Room
<b>Session C. How I Use Assessment to Place Critical Thinking at the Center of My Course</b>	Cotillion Room
<b>Session D. Course and Assignment Redesign: Integrating AAC&amp;U Essential Learning Outcomes, Rubrics and the MSC</b>	Director’s Room
2:45 p.m. <b>Return to Federal Room (see map on page 3)</b>	
3:00 p.m. <b>Closing Remarks</b> Patricia Marshall	Federal Room

## Presenter Bios

**Christopher Cratsley** completed his B.S. in Biology and Undergraduate Teacher Preparation in Secondary Education at Brown University. He received his Ph.D. in Biology from Tufts University. He has brought his passion for improving teaching and learning to Fitchburg State University for the past 16 years, first as a faculty member in Biology and Secondary Education, and currently as the Director of Assessment. Dr. Cratsley represents Fitchburg State University on the Amcoa Team and the Taskforce on Statewide Learning Outcomes Assessment. He serves as institution lead for the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC).

**Peggy L. Maki** is a higher education consultant, working to integrate assessment of student learning into educational practices, processes and structures. She serves on several advisory boards and has been a consultant for national grants including at the Rhode Island Board of Governors and the Massachusetts Department of Higher Education.

In January 2015 she was appointed by the Lumina Foundation to serve on its national Advisory Board overseeing systemic change in higher education through the use of the Degree Qualifications Profile and Tuning. Altogether, she has presented over 550 workshops and keynotes in the US and abroad. She is also the recipient of a national teaching award, The Lindback Award for Distinguished Teaching.

She wrote the handbook on assessment, *Assessing for Learning: Building a Sustainable Commitment across the Institution*, and co-edited the book, *The Assessment of Doctoral Education*. In 2010, her second edition of *Assessing for Learning*, was published as well as her edited collection of faculty perspectives on and experiences with assessment, *Coming to Terms with Assessment*.

**Patricia Marshall** holds a BA from Colby College and a Ph.D. in Hispanic Studies from Brown University. Prior to her role as Associate Vice President for Academic Affairs at Worcester State University, she was founding Chair of the Department of World Languages and held a tenured appointment as an Associate Professor of Spanish.

In 2013, the Council for Opportunity in Education invited Dr. Marshall to testify before the US Congressional TRIO Caucus in Washington, DC to generate support for and awareness of the importance of TRIO programs in rural areas, and in 2014 she was awarded the New England Educational Opportunity Association's Achiever Award.

Dr. Marshall helped to launch WSU's "Succeed in 4" retention and graduation improvement initiative, and has co-presented on the work being done at WSU nationwide. Dr. Marshall is also a founding board member of MassEdCO, a statewide network of service sites that works with economically and educationally disadvantaged students. She currently serves as the Deputy Commissioner for Academic Affairs and Student Success at the Massachusetts Department of Higher Education.

**Dr. John Reiff** earned his Ph.D. in American Culture from the University of Michigan in 1982. He has worked with civic engagement and service-learning for 35 years—first as a college teacher, then as director of service-learning offices at two different institutions.

From 1992 to 2000 he worked at Tusculum College in Tennessee to integrate service-learning into the curriculum and created and directed the service-learning center. From 2000 to 2015, Dr. Reiff worked at UMass Amherst, directing what is now called UMass Civic Engagement and Service-Learning. He oversaw a Service-Learning Faculty Fellows program, and worked with community organizations to leverage university resources for community goals. He taught a range of service-learning courses at UMass, and in 2013 was named the first Annual Higher Education Community Service Champion by the Massachusetts Service Alliance.

In May 2015, Dr. Reiff was appointed Director of Civic Learning and Engagement for the Massachusetts Department of Higher Education.

**Tara Rose** is the Director for University Assessment at the University of Kentucky. As Director, Dr. Rose is responsible for leading the Office of University Assessment, which provides university-wide support for assessment of student learning, planning, and continuous improvement activities at the course, program, and institutional levels. Tara has been a Board Member with AALHE—the Association for the Assessment of Learning in Higher Education—since 2010 and currently holds the position of President.

**Rebecca Shearman** is an assistant professor in the Biology Department and Faculty Fellow of Assessment at Framingham State University. For the past several years, she has led assessment of the General Education Program at FSU and oversees the development and implementation of the Biology Department's assessment plan. Dr. Shearman has a strong interest in advancing written communication and critical thinking skills in STEM education and has facilitated and participated in several faculty development workshops on these topics.



## Commonly Used Acronyms

### **AAC&U**

Association of American Colleges and Universities

### **AMCOA**

Advancing a Massachusetts Culture of Assessment

### **AMS**

Assessment Management System

### **BHE**

Massachusetts Board of Higher Education

### **DHE**

Massachusetts Department of Higher Education

### **LEAP**

Liberal Education and America's Promise

**ELOs** Essential Learning Outcomes

**CT** Critical Thinking

**QL** Quantitative Literacy

**WC** Written Communication

**HIPs** High-Impact Practices

### **MAPDN**

Massachusetts Professional Development Network

### **MSC**

Multi-State Collaborative to Advance Learning Outcomes Assessment

### **NEEAN**

New England Educational Assessment Network

### **NILOA**

National Institute for Learning Outcomes Assessment

### **SHEEO**

State Higher Education Executive Officers

### **VALUE**

Valid Assessment of Learning in Undergraduate Education

The 2007–09 VALUE initiative involved teams of faculty and educational professionals from over 100 higher education institutions across the nation engaged in the development of 16 VALUE Rubrics for the LEAP Essential Learning Outcomes (ELOs).



the **Vision**  
Project

A PUBLIC AGENDA for  
HIGHER EDUCATION  
in MASSACHUSETTS

**We will produce the best-educated  
citizenry and workforce in the nation.**

**We will be a national leader in research  
that drives economic development.**

[www.mass.edu/visionproject](http://www.mass.edu/visionproject)

Special Thanks to:

Members of the many AMCOA assessment teams  
that have provided leadership over the past five years

Task Force on Statewide Assessment

Massachusetts Team

State Partner Team

Amcoa Team

[www.mass.edu/studentlearning](http://www.mass.edu/studentlearning)

And the Presidents, Vice Presidents, and Chief Academic Officers  
of the Massachusetts Public Higher Education System