

7th Annual
AMCOA
Conference



The Continuing Importance of Assessment

From the Classroom to Program to Institutional Levels

Statewide Conference
on Assessment in
Higher Education

Friday, April 20, 2018
8 a.m. to 3:00 p.m.

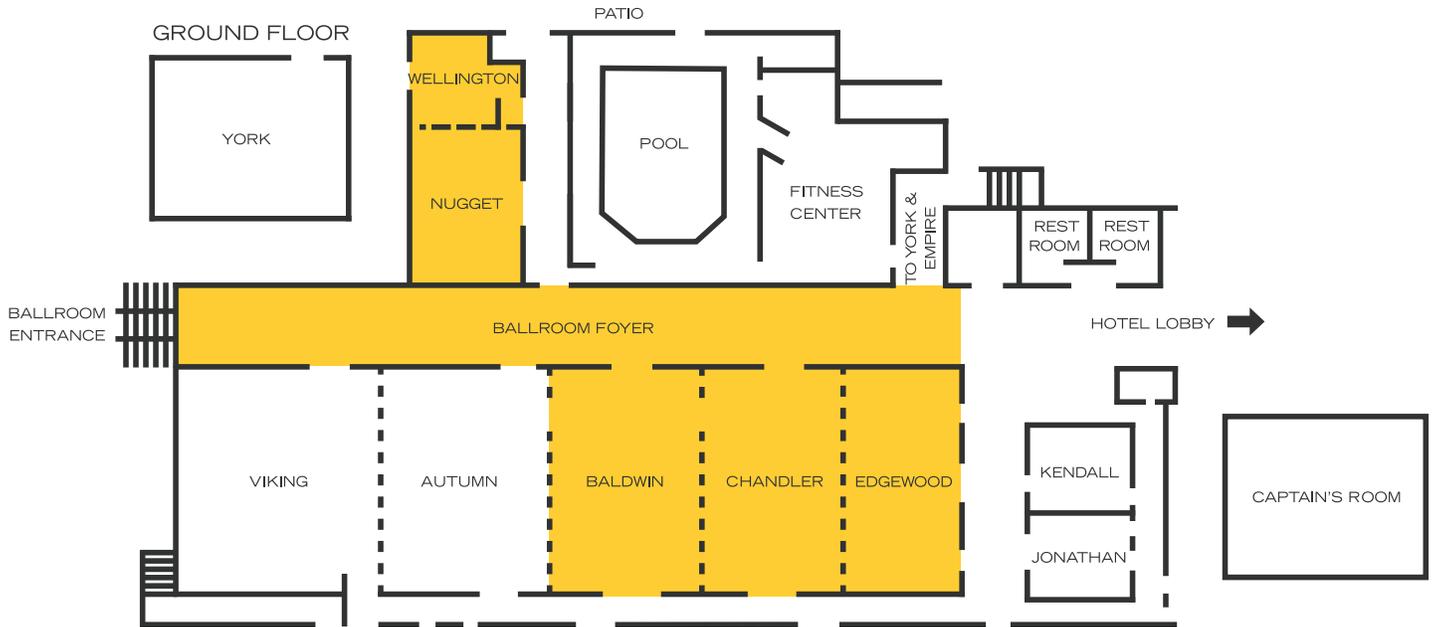
Doubletree by Hilton
5400 Computer Drive
Westborough, MA

Morning Agenda

Location ▼

8:00 a.m.	Registration and Continental Breakfast	Ballroom Foyer
9:00 a.m.	Welcoming Remarks Dr. Robert J. Awkward, Director of Learning Outcomes Assessment, Massachusetts Department of Higher Education Dr. Patricia A. Marshall, Deputy Commissioner for Academic Affairs & Student Success, Massachusetts Department of Higher Education	Baldwin/Chandler
9:15 a.m.	Plenary Session The Unwritten Rules of College: Transparent Instruction and Its Impact on Learning Dr. Mary-Ann Winkelmes, Director of Instructional Development & Research, University of Nevada, Las Vegas; and Senior Fellow, Association of American Colleges & Universities Transparent teaching/learning practices make learning processes explicit while offering opportunities to foster students' metacognition, confidence, and sense of belonging in college in an effort to promote student success equitably. A 2016 AAC&U study identifies transparent assignment design as a replicable teaching intervention that significantly enhances students' success, with greater gains for historically underserved students [Winkelmes et al, Peer Review, Spring 2016]. In this session, we'll review the research findings, examine sample assignments, and consider contexts for implementation. Participants will leave with a draft assignment or activity for one of their courses, and a concise set of strategies for designing transparent assignments that promote students' learning equitably.	Baldwin/Chandler
10:45 a.m.	Transition Time: Move to Breakout Sessions (see map on page 3)	
11:00 a.m.	Breakout Sessions Assessment Approaches for Improving Student Learning Outcomes <i>The session you chose during pre-registration is listed on your name tag.</i>	
	Session A. Conducting Meaningful and Effective Program Assessment Dr. Sandra George O'Neil, Chair, Department of Sociology & Criminal Justice; and Associate Professor of Sociology, Curry College Assessment has become a ubiquitous word in the landscape of higher education. Crafting course level learning goals that map to program, institution, and statewide higher education system goals can be a burdensome process. This session will discuss the assessment process utilized within the Sociology Department at Curry College, the specific challenges faced, and provide practical advice on assessment practices. Dr. O'Neil will focus on the experiences of conducting primary and secondary assessment for intro and capstone level courses in the Sociology major. She will also describe the changes in assessment tools and strategies, particularly the difficulties with using writing-intensive assessment tools.	Nugget/ Wellington
	Session B. Grading for Learning and Inclusion Dr. Stacy Grooters, Director of Faculty Programs, Center for Teaching Excellence, Boston College Classroom assessment does more than simply measure student learning in a course; what and how we grade communicates our values: about learning, about achievement, and even about who we think belongs in the college classroom. This interactive session invites participants to draw on theories of mindset and motivation, stereotype threat, and universal design for learning in order to consider how classroom assessment can better be aligned with goals of cultivating positive learning environments for a diverse student body. Participants will leave with concrete strategies they can apply in their own classrooms.	Edgewood

Map of Session Locations



Location ▼

Session C. Extending the Multi-State Collaborative Beyond the Initial Goals: Transforming Learning & Assessment

Chandler

Dr. James Mulrooney, Professor of Biomolecular Sciences

Yvonne Kirby, Director of Institutional Research & Assessment, Central Connecticut State University

In 2014-15, Central Connecticut State University (CCSU) began participating in the AAC&U/SHEEO Multi-State Collaborative (MSC), an assessment initiative focused on students who have completed three-quarters of their undergraduate education. The model is simple: identify existing course assignments that align with one of three VALUE rubrics (written communication, quantitative literacy and/or critical thinking); submit a sample of these assignments for scoring by participating faculty from outside the institution who had been trained to score using the rubrics; and use the resulting scores from the assessment of authentic student work for benchmarking and institutional improvement purposes. In addition to participating in this collaborative project, CCSU has implemented a localized version of the MSC model as a way to advance its general education assessment practices.

Session D. Transparency in Learning and Teaching (TILT): A Conversation with Teaching & Learning Center Staff

Baldwin

Dr. Mary-Ann Winkelmes, Director of Instructional Development & Research, University of Nevada, Las Vegas; and Senior Fellow, Association of American Colleges & Universities

This conversation explores how Teaching & Learning Center (TLC) collaborators can become campus representatives who lead a TILT Higher Ed project on their campuses. We'll consider strategies that highlight the impact of a Center's work on faculty satisfaction and student success on individual campuses. We'll also discuss logistics of webinars and workshops, working with faculty, gathering data, and IRB reciprocal agreements.

12:15 p.m. **Transition Time: Move to Lunch in Baldwin/Chandler (see map above)**

12:30 p.m. **Lunch**

Baldwin/Chandler

1:15 p.m. **Transition Time: Move to Breakout Sessions (see map above)**

Afternoon Agenda

Location ▼

1:30 p.m. **Breakout Sessions | Approaches and Tools to Strengthen Essential Learning Outcomes, i.e., Quantitative Literacy and Written Communications**

The session you chose during pre-registration is listed on your name tag.

Session A. How to Get Better Writing and Research From Your Students: Mining Academic Resources

Chandler

Cathleen McCarron, Chair, English Department, Middlesex Community College

Noreen McGinness Olson, Director of Academic Support, Middlesex Community College

Jordana Shaw, Coordinator of Library Services, Middlesex Community College

Kate Freedman, Undergraduate Education Librarian, University of Massachusetts Amherst

Dr. Milena Gueorguieva, Lecturer, English Department, University of Massachusetts Lowell

In this interactive session, participants will learn how designing scaffolded assignments and clear rubrics, collaborating with reference librarians, and connecting with academic support centers can yield better writing and research from students. Representatives from UMASS-Amherst, UMASS-Lowell, and Middlesex Community College will discuss how faculty across the disciplines can benefit from this communal approach to student success.

Session B. Align, Instruct, Integrate, & Assess: Collaboration for Student Success and Institutional Improvement

Edgewood

Paula Haines, Director of Curriculum Assessment & Accreditation, University of Massachusetts Lowell

The 2017 NILOA survey of provosts indicates that institutions increasingly rely on authentic, classroom-based measures of student learning to yield actionable results and meaningfully inform improvement efforts. At the same time, our high-impact practices create learning situations that extend well beyond course boundaries, and assessment methods that don't follow suit will never capture the value of what we offer students, nor help us effectively collaborate to improve student outcomes. In this session, participants will be invited to consider the complex aims of integrative learning and their specific campus situation, and to articulate a theory of action in that area. Using a backwards design approach, we will consider partnerships and supports that can wrap around the classroom-based learning at the heart of curricula. We will consider the criteria for manageable strategies to augment the results of high-impact practices to create student success and useful assessment to spur continuous improvement.

Session C. Building Quantitative Literacy across the Curriculum

Baldwin

Dr. Matthew Salomone, Chair, Mathematics Department; and Associate Professor, Mathematics, Bridgewater State University

Quantitative literacy (QL) is the skill set and habit of mind necessary to use and understand quantitative information to solve problems and critically reason within authentic contexts. As data has become ubiquitous in the technology age, QL is becoming a critical need for general education to address; a need that many traditional mathematics courses are not designed to meet. In this session, participants will explore emerging models for QL "programs" in higher education, review best practices for teaching, assessing, and supporting QL, and gauge their institution's readiness to take next steps.

Session D. Technology that Contributes to Real-Time Student Assessment

Peter Shea, Director of Professional Development, Middlesex Community College

James Grenier, Director of Online Education, Massachusetts Bay Community College

Nugget/
Wellington

Current and emerging developments and refinements in technology are expanding opportunities for students to learn, demonstrate their learning, and receive timely evaluation of their performance. At the same time, technology is also expanding opportunities for internal stakeholders to assess, analyze, and act in real-time on evidence of student learning and other institutional data that identify factors that affect students' progress and persistence. This session will provide an overview of five types of technology that contribute to an institution's commitment to real-time assessment (Maki, 2017).

2:45 p.m. **Transition Time: Move to Baldwin/Chandler (see map on page 3)**2:55 p.m. **Closing Remarks**Dr. Robert J. Awkward, Director of Learning Outcomes Assessment,
Massachusetts Department of Higher Education

Baldwin/Chandler

3:00 p.m. **Program Ends**

Presenter Bios

Dr. Mary-Ann Winkelmes, Ph.D., is Director of Instructional Development and Research and an Associate Graduate Faculty member in the Department of History at the University Nevada, Las Vegas (UNLV), where her aim is to promote teaching and learning initiatives, student success, faculty development and instructional research. She also served on UNLV's Path to Tier One Executive Committee. Dr. Winkelmes is a Senior Fellow of the Association of American Colleges and Universities (AAC&U) and a partner in the AAC&U's LEAP project—Transparency and Problem-Centered Learning. She also serves on the executive committee of the Nevada Humanities Board of Trustees.

Dr. Winkelmes has held senior leadership roles in the campus teaching centers at Harvard University, the University of Chicago and the University of Illinois. She has consulted and provided professional development programming for faculty through the Lilly Endowment's higher education grant-making and teacher training programs, and for teaching centers in the U.S. and abroad. She has also served as an elected member of the Board of Directors of the Professional Development Network in Higher Education (POD Network), and Chair of its Research Committee.

Her work to improve higher education learning and teaching, especially for historically underserved students, has been recognized nationally by the Chronicle of

Higher Education and by the POD Network's Robert J. Menges Award for Outstanding Research in Educational Development. She founded and directs the Transparency in Learning and Teaching in Higher Education Project (TILT Higher Ed), which promotes direct conversation between teachers and students about equitable methods of teaching and learning, and helps faculty to share data that demonstrates their collective impact on improving students' learning across institutions and countries. The beneficial impact of this project on students' learning has been the focus of publications in the National Teaching and Learning Forum, Project Information Literacy, the National Education Association's Higher Education Advocate and AAC&U's Liberal Education and Peer Review.

Dr. Winkelmes advocates her view that research, teaching and learning are best practiced as a unified enterprise that benefits students and society in *An Illinois Sampler: Teaching and Research on the Prairie*. Dr. Winkelmes has edited books and published book chapters and peer-reviewed articles on: college teaching and learning, art and architecture in Renaissance Italy, Benedictine church design and decoration, acoustics, and religious architecture. She has received numerous teaching awards as well as grants for her art historical research from the National Endowment for the Humanities; and Kress, Delmas, and Mellon foundations.

Kate Freedman joined the library at the University of Massachusetts Amherst as Undergraduate Education Librarian and library liaison to the Writing Program in August of 2013. Kate has worked in higher education, both as an instructor and as a librarian since 2006. She holds a B.A. from Hampshire College, an M.L.I.S. from the University of Rhode Island, and an M.A. in History from the University of Massachusetts Amherst.

James Grenier serves as Director for Online Education at Massachusetts Bay Community College and is an advocate for greater access and online learner empowerment as a member of Mass Colleges Online. He feels most at home in the classroom, whether virtual or face-to-face, and teaches at several colleges and universities in the greater Boston area. Jim is grateful for the opportunity to connect with all of you today.

Stacy Grooters, Ph.D., is the Director of Faculty Programs in Boston College's Center for Teaching Excellence, where she oversees a range of educational development programs for faculty and graduate students. Prior to that, she was the Founding Director of the Center for Teaching and Learning at Stonehill College, where she also taught in the departments of English and Gender & Sexuality Studies. Her research examines the roles of instructor and student identity in the classroom, as well as broader questions of diversity in higher education. She received a B.A. in English and Psychology from Central College in Pella, IA; an M.A. in English from Miami University in Oxford, OH; and a Ph.D. in English with a certificate in Women's Studies from the University of Washington in Seattle.

Milena Gueorguieva, Ph.D., is a multilingual composition instructor and the multilingual coordinator of the First Year Writing Program at the University of Massachusetts Lowell (UML). Since joining UML in 2011, Milena's main focus has been on curriculum and faculty development that aims to increase support for domestic and international multilingual students. Prior to joining UML, Milena taught multilingual composition at Bentley University. She holds a B.A. and M.A. in Bulgarian and Slavic Studies from the University of Sofia, Bulgaria, and a Ph.D. in Comparative Literary Studies (English Concentration) from the University of Southern California.

Paula Haines is the Director of Curriculum Assessment & Accreditation at the University of Massachusetts Lowell, where her work focuses on measuring student learning outcomes and emphasizes faculty development. In her current and previous roles, she has played a leadership role in assessment initiatives at the departmental, institutional and state levels. Haines serves on regional and national projects for AAC&U and the AALHE. She has an M.Ph. in English, and graduate certificate in Women's Studies from SUNY Stony Brook, and a B.A. in English

Yvonne Kirby, Director of Institutional Research & Assessment at Central Connecticut State University (CCSU), coordinates the office's Federal, State, and mandatory reporting ensuring timely and accurate submissions. She coordinates campus-wide assessment activities and data analyses to inform senior leadership decisions. In addition, her leadership on the University Academic Assessment Committee was instrumental in the institution's participation in the Multi-state Collaborative assessment initiative. As a result, the institution now utilizes an authentic way of measuring general education outcomes. Additionally, she is a long-time national IPEDS Educator, instructing others on how to complete their institution's IPEDS surveys and use the data for benchmarking at the state, regional, and national level to inform and support institutional policy and long-range planning. Yvonne's experience with data and institutional effectiveness has contributed to her successful membership on multiple regional accreditation steering committees (University of Arkansas 10-Year Self-study, HLC; CCSU Interim Fifth-Year Report and 10-year Self-study, NEASC).

Cathleen McCarron serves as Chair of the English Department and co-coordinator of the Scholarship of Teaching and Learning Community (SoTL) at Middlesex Community College. She teaches courses in composition, the short story, world literature, and an honors seminar in Latin American literature and history. She serves as an English Sector Leader for the Department of Higher Education's MassTransfer initiative and is involved in state-wide efforts related to Open Education Resources (OER) and K-16 alignment. Prior to joining Middlesex, Cathy worked as a communications director for the Vice President of Business at Northeastern University and taught at Northeastern and University of Maryland's European Division. She received her B.A. in English from Boston College and her M.A. in Literature from Northeastern University.

James Mulrooney is a Professor of Biomolecular Sciences at Central Connecticut State University (CCSU). James has extensive teaching experience in science, with an emphasis on stem cell biology and has taught at both public and private 4-year institutions. James has been instrumental in CCSU's progress on developing a culture of assessment. Most notably through the establishment of a faculty-driven Academic Assessment Committee, which he served as a long-time chair and is still an active member, and a university-wide policy for assessment and program review. More recently, James has been involved in CCSU's participation in the Multi-State Collaborative and their adaptation of the model for the assessment of general education. Additionally, he has contributed to CCSU's reaccreditation efforts for the Fifth-year self-study and is currently working on the 10-year report.

Sandra George O'Neil, Ph.D., earned her B.S. from Georgetown University (1995); and her MA in Sociology (2000) and Ph.D. in Sociology (2005) from Boston College. She has taught at the undergraduate and graduate level in Sociology and Criminal Justice at Curry College since 2000, and served as the Coordinator of the Women's and Gender Studies program at Curry College from 2008-2013. Since 2013, she has served as the Chair of the Sociology and Criminal Justice Department.

Noreen McGinness Olson is the Director of Academic Support Programs at Middlesex Community College (MCC). During her 25-year tenure at MCC, Noreen has worked in several capacities to support student learning. At present, she is the Chair of the Writing Across the Curriculum Committee and is a member of the Assessment Committee. She has worked as an Instructional Designer supporting faculty to develop courses for online delivery, as well as a Learning Technologies Coordinator in Academic Support. Currently, as the Director of Academic Support Programs, she oversees a large tutoring and supplemental instruction program on two campuses. Noreen holds a B.A. in Art and an M.A. in Critical and Creative Thinking both from the University of Massachusetts, Boston.

Matthew Salomone, Ph.D., joined the faculty at Bridgewater State University (BSU) in 2009, where he is Chair of the Mathematics Department, and an Associate Professor of Mathematics. At BSU, he was the founding coordinator of the Quantity Across the Curriculum ("QuAC") program, a faculty development initiative dedicated to supporting wider faculty engagement and increased student success with quantitative content in all disciplines. QuAC also hosts SEQuEL, an annual conference in January, to support faculty and staff from around the region in their efforts to strengthen quantitative literacy efforts on their campuses. Dr. Salomone holds a B.A. in Integrated Science and a Ph.D. in Mathematics, both from Northwestern University where he studied celestial mechanics and applied geometry.

Jordana Shaw joined the library at Middlesex Community College as Coordinator of Library Services on the Bedford Campus in August of 2017, having previously served as evening and weekend Reference and Instruction Librarian at the Lowell Campus and at Mount Wachusett Community College. She has 15 years of experience as a preK-12 librarian at various independent schools in Massachusetts, most recently the Lesley Ellis School in Arlington and the Groton School. She also has seven years of French teaching experience at public schools in Vermont including the Community College of Vermont. She holds a B.A. in History and French from Middlebury College, and an M.L.I.S. from Simmons College.

Peter Shea is the Director of the Office of Professional Development at Middlesex Community College in Bedford/Lowell, MA. He is an instructional designer, a teacher, and a member of the board for the New England Faculty Development Consortium. Peter has served as a learning game judge for the Serious Play conference and as a co-editor of the start-up journal, Future Learning. Recently, he co-authored a book chapter on games/simulations as tools for educational assessment.



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Special Thanks to:

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

Dr. Lane Glenn, President, Northern Essex Community College
and Task Force Chair

Task Force on Statewide Assessment

AMCOA Team

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