Effective Partnerships And Processes
That Build and Sustain a Commitment to
Assessing Student Learning: Where Are We Now?
AMCOA Team Members

Pamela Annas, Associate Dean, College of Liberal Arts, University of Massachusetts Boston
Kristina Bendikas, Associate Dean for Assessment and Planning, Massachusetts College of Liberal Arts
Gaelan Benway, Associate Professor of Sociology, Quinsigamond Community College
William Berry, Assistant Professor, Language and Literature Department, Cape Cod Community College
Neal Bruss, Associate Professor, English Department, University of Massachusetts Boston
Ann Caso, Director of Institutional Research, Framingham State University
Susan Chang, Director of Assessment, Framingham State University
Christopher Cratsley, Interim Director of Assessment, Fitchburg State University
Thomas Curley, Dean of Humanities, Berkshire Community College
Lori Dawson, Dean, School of Humanities and Social Sciences, Worcester State University
Neal DeChillo, Dean, College of Health and Human Services, Salem State University
Melissa Fama, Vice President of Academic Affairs, Mount Wachusett Community College
Kate Finnegan, Professor of Education, Greenfield Community College
James Gubbins, Assistant Professor, Interdisciplinary Studies and Faculty Fellow in Assessment, Salem State University
Wendy Haynes, Associate Professor and Coordinator of the MPA Program, Co-Chair of NEASC Steering Committee, Bridgewater State University
Lois Hetland, Faculty, Art Education, Massachusetts College of Art and Design
Peter Johnston, Dean of Academic Advising and Assessment, Massachusetts Community College
Elizabeth Johnston-O’Connor, Director of Institutional Research and Effectiveness, Cape Cod Community College
Kathy Keenan, Associate Vice President for Planning and Research, Massachusetts College of Art and Design

Nina Keery, Professor of English, MassBay Community College
Susan Keith, Chair, English Dept, Massasoit Community College
Terri Kinstle, Associate Professor of Psychology, Holyoke Community College
David Langston, Professor of English/Communications, Massachusetts College of Liberal Arts
Paul Laverty, Professor of Mathematics, Mount Wachusett Community College
David Leavitt, Director of Institutional Research, Bunker Hill Community College
Carol Lerch, Assistant Vice President of Assessment and Planning, Worcester State University
Charlotte Mandell, Vice Provost for Undergraduate Education, University of Massachusetts Lowell
Elise Martin, Associate Dean of Assessment, Malden Community College
Timothy McLaughlin, Chair of the English Department; Co-chair of Student Learning Outcomes Assessment Program (SLOAP), Bunker Hill Community College
Linda Meccouri, Professional Development Coordinator; Professor, Multimedia Technology, Springfield Technical Community College
Brenda Mercomes, Academic Affairs Vice-President, Roxbury Community College
Javad Moulai, STEM Division Faculty Member, Roxbury Community College
Bonnie Orcutt, Professor of Economics and Chair, Liberal Arts and Sciences Curriculum, Worcester State University
Richard Panofsky, Assistant Chancellor for Institutional Research & Assessment, University of Massachusetts Dartmouth
Richard Parkin, Assistant Vice President/Academic Affairs, Springfield Technical Community College
Mark Patrick, Assistant Dean of Academic Affairs, Massachusetts Maritime Academy
Lisa Plantefaber, Associate Dean, Institutional Research and Assessment, Westfield State University
Charles Prescott, Assistant Professor of English, Berkshire Community College
Benjamin Railton, Associate Professor of English, Coordinator of American Studies, Fitchburg State University

Judy Raper, Transitions Coordinator, Greenfield Community College
Yves Salomon-Fernandez, Dean of Institutional Planning, Research and Assessment, MassBay Community College
John Savage, Faculty, Science, Middlesex Community College
Nancy Schoenfeld, Dean of Human Services & Science, Quinsigamond Community College
Maureen Melvin Sowa, Professor of History, Division of Social and Behavioral Sciences, Bristol Community College
Dawne Spangler, Director of the Center for Teaching, Learning and Assessment, North Shore Community College
Martha Stassen, Assistant Provost, Assessment & Educational Effectiveness, University of Massachusetts Amherst
Susan Taylor, Professor, Mount Wachusett Community College
Judy Turcotte, Director of Planning and Assessment, Holyoke Community College
Suzanne Van Wert, Professor of English, Northern Essex Community College
Laura Ventimiglia, Dean for Academic Assessment, Curriculum, and Special Programs, North Shore Community College
Michael Vieira, Associate Vice President for Academic Affairs, Bristol Community College
Ellen Wentland, Assistant Dean of Educational Effectiveness, Northern Essex Community College
Marcellette Williams, Senior Vice President, Academic Affairs, Student Affairs & International Relations, University of Massachusetts President’s Office
Amanda Woods, Professor, Science and Mathematics Department, Massachusetts Maritime Academy
Michael Young, Associate Provost for Academic Planning and Administration, Co-Chair of NEASC Steering Committee, Bridgewater State University
Ellen Zimmerman, Associate Vice President for Academic Affairs, Framingham State University
# Conference Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30 a.m.</td>
<td><strong>Registration and Coffee/Refreshments</strong></td>
<td>Blue Lounge</td>
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<td>9:00 a.m.</td>
<td><strong>Opening</strong></td>
<td>Blue Lounge</td>
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<td></td>
<td>Kristina Bendikas, Conference Chair and Associate Dean for Assessment and Planning, Massachusetts College of Liberal Arts</td>
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<tr>
<td></td>
<td><strong>Welcome</strong></td>
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<td>Dr. Charles Cullum, Provost, Worcester State University</td>
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<td><strong>Remarks</strong></td>
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<td>Richard M. Freeland, Commissioner, Massachusetts Department of Higher Education</td>
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<tr>
<td>9:30 a.m.</td>
<td><strong>Keynote Address: “The Possibilities of Partnerships”</strong></td>
<td>Blue Lounge</td>
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<td>Peggy Maki, Consultant for the AMCOA Project</td>
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<td>9:40 a.m.</td>
<td><strong>Breakout Sessions</strong> (Participants will attend one session each; see descriptions and presenters on pages 4–5.)</td>
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<tr>
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<td><strong>Session 1.</strong> UMass Dartmouth’s Commitment to Student Learning (CSL) Statement as an Assessment Resource</td>
<td>Blue Lounge</td>
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<td><strong>Session 2.</strong> Assessment of Supplemental Instruction (SI)</td>
<td>Room C204</td>
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<td><strong>Session 3.</strong> Teamwork: The Key to Faculty Engagement</td>
<td>Fallon Room</td>
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<td><strong>Session 4.</strong> Using NSSE/CCSESSE Results</td>
<td>Foster Room</td>
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<td>10:40 a.m.</td>
<td><strong>Roundtables</strong></td>
<td>Blue Lounge</td>
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<td>11:40 a.m.</td>
<td><strong>Lunch</strong></td>
<td>Blue Lounge</td>
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<tr>
<td>12:40 p.m.</td>
<td><strong>Breakout Sessions</strong> (Participants will attend one session each; see descriptions and presenters on pages 5–6.)</td>
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<td><strong>Session 5.</strong> Institutional Research: Perspectives from the Massachusetts DHE</td>
<td>Blue Lounge</td>
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<td><strong>Session 6.</strong> Institutional Research Support of the Program Review Process at Middlesex Community College</td>
<td>Room C204</td>
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<td><strong>Session 7.</strong> The Development and Function of BHCC’s Faculty-driven Assessment Initiative: The Student Learning Outcomes Assessment Project (SLOAP)</td>
<td>Fallon Room</td>
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<td><strong>Session 8.</strong> Using a Business Process Analysis to Facilitate Buy-In and Effective Assessment Information Flow</td>
<td>Foster Room</td>
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<td>1:40 p.m.</td>
<td><strong>Roundtables</strong></td>
<td>Blue Lounge</td>
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<td>2:40 p.m.</td>
<td><strong>Wrap-Up</strong></td>
<td>Blue Lounge</td>
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<td>Peggy Maki, Consultant for the AMCOA Project</td>
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<tr>
<td>3:00 p.m.</td>
<td><strong>Close</strong></td>
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Session Descriptions

**Session 1. UMass Dartmouth’s Commitment to Student Learning (CSL) Statement as an Assessment Resource**

**Presenters:** Richard Panofsky, Assistant Chancellor for Institutional Research & Assessment  
R. Thomas Boone, Interim Director of General Education and Associate Professor of Psychology  

**Facilitator:** Susan Keith, Massasoit Community College

**Description:** Founded on broad campus discussion, using LEAP principles, and motivated by NEASC Standard 4.16, the CSL states aspirational goals for students upon graduation. Developed collaboratively, CSL has guided renovation of general education, improvement of advising, and will soon help refocus learning goals in academic majors.

**Expected Outcomes:**

1. Develop broad statements of your institution’s aspirational goals for learning and use them in learning assessment  
2. Use LEAP principles to guide renovation of your General Education program  
3. Develop strategies involving students, faculty, and academic and student affairs administrators to assist restructuring your General Education program

**Session 2. Assessment of Supplemental Instruction (SI)**

**Presenters:** Linda Shea, Assistant Dean, Library and Academic Support Services  
Ellen Wentland, Assistant Dean, Academic Program Review, Outcomes Assessment, and Educational Effectiveness  
Eve Lopez, Adjunct Faculty: Department of Mathematics  
Karletty Medina, Supplemental Instruction Coordinator  

**Facilitator:** Suzanne Van Wert, Northern Essex Community College

**Description:** In the spring of 2011, NECC conducted an extensive assessment project, focused on classes designated for Supplemental Instruction (SI). Quantitative and qualitative data were collected through various methods including attendance sheets and surveys. The findings provided important insights into SI at NECC, and suggested numerous strategies for improvement.

**Expected Outcomes:**

1. Understand the qualitative and quantitative methods used to assess the effectiveness of NECC SI classes and to promote discussions about ways to improve the program  
2. Use the general methods described to design assessments of various campus programs and initiatives
### Session 3. Teamwork: The Key to Faculty Engagement

**Presenters:**
- Kevin Forgard, Instructional Designer
- Maureen Sowa, Professor of History
- Don Kilguss, Assistant Professor of History
- Rebecca Benya-Soderbom, Instructor in History
- Joannie Guadiello, Adjunct Instructor in Communications
- Jacqueline Barry, Assistant Professor in Reading

**Facilitator:** Michael Vieira, Bristol Community College

**Description:** Based on a Title III-funded program, The Connected College, this session describes and illustrates how collaboration among faculty at Bristol Community College has led to the development of program- and institution-level assessment strategies through the creation of Course-Design Toolkits.

**Expected Outcomes:**
1. Adapt the model or process for faculty outreach initiatives in outcomes assessment at their institutions
2. Adapt the toolkit program as a supportive mechanism for faculty professional development

### Session 4. Using NSSE/CCSSE Results

**Presenters:**
- David Leavitt, Director of Institutional Research, Bunker Hill Community College
- Elise Martin, Associate Dean of Assessment, Middlesex Community College
- Martha Stassen, Assistant Provost, Assessment and Educational Effectiveness, UMass Amherst
- James Gubbins, Assistant Professor, Interdisciplinary Studies, Salem State University
- Jonathan Keller, Associate Commissioner for Research, Planning, and Information Systems, Massachusetts Department of Higher Education

**Facilitator:** Judith Turcotte, Holyoke Community College

**Description:** A panel of faculty and administrators from two-year and four-year institutions, along with the Associate Commissioner for Research, Planning, and Information Systems at DHE, will share strategies and best practices for analyzing, reporting, and presenting results on campus.

**Expected Outcomes:**
1. Develop strategies to analyze results that promote discussion about ways to improve student learning
2. Learn about best practices in representing NSSE/CCSSE results

### Session 5. Institutional Research: Perspectives from the Massachusetts DHE

**Presenters:**
- Jonathan Keller, Associate Commissioner for Research, Planning and Information Systems
- Anne Perkins, Vision Project Research Associate

**Facilitator:** Carol Lerch, Worcester State University

**Description:** This session will focus on: 1) The Vision Project big picture, including current analyses and assessments; 2) possible data analysis pitfalls; and 3) an overview of DHE central data collections that may be of value to learning outcome assessment experiments.

**Expected Outcomes:**
1. Develop a better understanding of how campus-based learning assessments fit into the larger context of Vision Project goals and assessments
2. Understand how to avoid common pitfalls and dead ends in data analysis
3. Learn what DHE resources might be of use to campus-based learning outcome assessments
Session 6. Institutional Research Support of the Program Review Process at Middlesex Community College

Presenters: Lois Alves, Vice President of Institutional Research and Enrollment Services  
Cynthia Lynch, Service Learning Coordinator  
Elise Martin, Associate Dean of Assessment  

Facilitator: Yves Salomon-Fernandez, MassBay Community College  

Description: MCC’s IR office supports the program review process with both standardized, user-friendly data packets and customized additional data reports informing program effectiveness and student learning in academic and co-curricular programs.

Expected Outcomes:
1. Develop a repertoire of new ideas for using institutional data in academic and co-curricular program review
2. Use program review templates and a data packet

Session 7. The Development and Function of Bunker Hill Community College’s Faculty-driven Assessment Initiative: The Student Learning Outcomes Assessment Project (SLOAP)

Presenters: Judy Lindamood, Chair, Early Childhood Education & Human Services Department  
Timothy McLaughlin, Chair, English Department  
Natalie Oliveri, English Department  
David Leavitt, Director of Institutional Research  

Facilitator: Susan Taylor, Mt. Wachusett Community College  

Description: This session describes the development and function of BHCC’s faculty-driven assessment initiative. Composed of representatives from each academic department, the Student Learning Outcomes Assessment Project is based on a conceptual assessment framework that provides an institutional assessment model for all assessment activities.

Expected Outcomes:
1. Adapt strategies for implementing a sustainable faculty-led campus wide assessment program
2. Develop strategies for collaboration between institutional research professionals and faculty
3. Identify productive assessment projects on your campus

Session 8. Using a Business Process Analysis to Facilitate Buy-in and Effective Assessment Information Flow

Presenters: Ann Caso, Director of Institutional Research  
Susan Chang, Director of Assessment  
Cynthia Glickman, Business Systems Analyst  
Patricia Lynne, Associate Professor and Assessment Liaison, English Department  

Presenter/Facilitator: Ellen Zimmerman, Framingham State University  

Description: In this session, Framingham State University outlines what we have learned as we move towards performing a Business Process Analysis that brings together key constituents in assessment, such as faculty, Institutional Research, the Assessment Office, institutional services and student services, to develop greater buy-in to our work. We describe the development of an assessment information flowchart as well as adaptation of VALUE rubrics as ways to increase levels of buy-in.

Expected Outcomes:
1. Improve faculty buy-in by approaching VALUE rubrics as a customizable tool to test in a low-pressure pilot project
2. Identify key institutional participants and ways to involve them in assessment
3. Identify types of information and reports needed by key participants
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

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Additional Special Thanks to:

CONFERENCe CHAIR AND SPEAKER
Kristina Bendikas, Massachusetts College of Liberal Arts

CONFERENCE PLANNING GROUP
Christopher Cratsley, Fitchburg State University
James Gubbins, Salem State University
David Leavitt, Bunker Hill Community College
Carol Lerch, Worcester State University
Charlotte Mandell, University of Massachusetts Lowell
Elise Martin, Middlesex Community College
Elizabeth Johnston-O’Connor, Cape Cod Community College
Judy Turcotte, Holyoke Community College
Ellen Wentland, Northern Essex Community College

HOST INSTITUTION
Barry Maloney and Lori Dawson, Worcester State University

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