



*Advancing a Massachusetts
Culture of Assessment*



Assessing Student Learning Outcomes Within and Across the Disciplines

**Regional Conference
on Assessment in
Higher Education**

Thursday, February 9, 2012
Snow Date: February 14, 2012
8:30 a.m. to 3 p.m.

UMass Lowell Inn &
Conference Center, Lowell, MA

AMCOA Team Members

Julie Alig, Director, Institutional Research, University of Massachusetts Lowell

Pamela Annas, Associate Dean, College of Liberal Arts, University of Massachusetts Boston

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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, Massasoit 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, Associate Professor of English and the English Department Chair, Massasoit Community College

Terri Kinstle, Associate Professor of Psychology, Holyoke Community College

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David Langston, Professor of English/Communications, Massachusetts College of Liberal Arts

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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, Multi Media Technology, Springfield Technical Community College

Maureen Melvin Sowa, Professor of History, Division of Social and Behavioral Sciences, Bristol Community College

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Yves Salomon-Fernandez, Dean of Institutional Planning, Research and Assessment, MassBay Community College

John Savage, Professor of Chemistry, Middlesex Community College

Nancy Schoenfeld, Dean of Human Services & Science, Quinsigamond Community College

Ruth Slotnick, Director of Articulation and Learning Assessment, Mount Wachusett 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

Felix Wao, Director of Assessment, Bridgewater State University

Ellen Wentland, Associate Dean of Academic and Institutional 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

Ellen Zimmerman, Associate Vice President for Academic Affairs, Framingham State University

Conference Agenda

8:30 a.m. **Registration and Coffee/Refreshments**—Ballroom Foyer

9 a.m. **Opening**—Middlesex / Pawtucket Room

Elise Martin, Conference Co-Chair, Associate Dean of Assessment, Middlesex Community College; *John Savage*, Conference Co-Chair, Professor of Chemistry and Faculty Chair of Gen Ed Committee, Middlesex Community College

Welcome—Middlesex / Pawtucket Room

Martin T. Meehan, Chancellor, University of Massachusetts Lowell; *Carole A. Cowan*, President, Middlesex Community College

Remarks—Middlesex / Pawtucket Room

Richard M. Freeland, Commissioner, Massachusetts Department of Higher Education

10 a.m. **Breakout Sessions (Participants will attend one session each; see descriptions and presenters on pages 4–6.)**

Session 1. An Outcomes-Driven Research Doctorate in Education: The UMass Lowell Leadership in Schooling Ed.D.—Merrimack 1

Session 2. Writing Redesign 101: Assessment in Action (MCC)—Merrimack 2

Session 3. Using Observational Methods to Assess Learning Outcomes in a Liberal Arts–Theater Program: Overcoming Assessment Challenges (NECC)—Tsongas Boardroom

Session 4. Assessing the Learning in Service Learning (MCC)—Merrimack 3

Session 5. From the Ground Up: A Case Study of MassArt’s College-Wide Assessment Initiative—Concord 1

Session 6. The Use of VALUE Rubrics to Inform the Assessment Process and Close the Feedback Loop (UML)—Concord 2

Session 7. Using the Teacher Work Sample to Assess and Engage Students (UML)—Concord 3

Concurrent Poster Sessions (Participants may visit before or after Breakout Sessions)—Ballroom Foyer

- **Assessing Student Learning Across Departments at Salem State University**
- **The Dental Hygiene Program Student Portfolio Project (MCC)**

11 a.m. **Breakout Sessions (Participants will attend one session each; see descriptions and presenters on pages 7–9.)**

Session 8. Beyond Accreditation: Assessing Student Learning for Quality Improvement (MCC)—Merrimack 1

Session 9. Quantitative Reasoning (QR): A “Habit of Mind,” Competency, and Comfort in Working with Numerical Data (HCC)—Merrimack 2

Session 10. Use of Coaching and Formative Assessment to Mentor Preservice Elementary Science Teachers (UML)—Tsongas Boardroom

Session 11. Transforming Gen Ed: Being More Intentional About Student Achievement of Institutional Student Learning Outcomes (MCC)—Merrimack 3

Session 12. 32 Years of Assessment at UMass Boston: History, Philosophy and Structure—Concord 1

Session 13. The Impact of Diversity on the Performance of a Learning- and Integration-Oriented Group Work: An Exploratory Study of Market Analysis and Planning (UML)—Concord 2

Session 14. Development of an ABET Assessment Process and Lessons Learned About Closing the Loop (UML)—Concord 3

12 p.m. **Lunch: “Usable Results: How Can We Get Them?”**—Middlesex / Pawtucket Room

Peggy Maki, Consultant for the AMCOA Project, Massachusetts Department of Higher Education

1:40 p.m. **Breakout Sessions (Participants will attend one session each; see descriptions and presenters on pages 9–11.)**

Session 15. Systematic Assessment of Curriculum Gaps to Improve Student Outcomes (UML)—Merrimack 1

Session 16. Free-Range Assessment: Faculty-Driven General Education Outcomes in a Community College Setting (QCC)—Merrimack 2

Session 17. Assessing 21st Century Skills (MBCC & MCC)—Merrimack 3

Session 18. The Reverse Multiple-Choice Method (UML)—Concord 1

Session 19. Establishing an Upper-Level Writing Assessment Program at Mass. Maritime Academy—Concord 2

Session 20. Using Program-Level Assessment to Make Curricular Changes in a Criminal Justice Program (MCC)—Tsongas Boardroom

Session 21. “SLOAP-ing” at BHCC: Nurturing a College-Wide Conversation About and Commitment to Assessment—Concord 3

Concurrent Poster Sessions (Participants may visit before or after Breakout Sessions)—Ballroom Foyer

- **Learning Outcomes as Student Assessment: The Redesign of College Writing II (UML)**
- **Notes Toward Department-Wide Assessment of Student Learning in the UMass Lowell English Department**

2:40 p.m. **Conference Wrap-Up**—Middlesex / Pawtucket Room

Peggy Maki, Consultant for the AMCOA Project, Massachusetts Department of Higher Education

3 p.m. **Close**

Breakout Session Descriptions

10 a.m. Breakout Sessions

Session 1. **An Outcomes-Driven Research Doctorate in Education: The UMass Lowell Leadership in Schooling Ed.D.**

Presenters: *Stacy Szczesiul*, Assistant Professor, Graduate School of Education; *Michaela Colombo*, Associate Professor, Graduate School of Education; *James Nehring*, Assistant Professor, Graduate School of Education; *Phitsamay Uy*, Assistant Professor, Graduate School of Education

Description: A presentation by program faculty, a panel discussion with current doctoral students, and an interactive exercise to apply learning to participants' work contexts will, altogether, demonstrate how doctoral-level outcomes guide students through three carefully scaffolded phases in UMass Lowell's Leadership in Schooling Ed.D. To assure students' achievement of program-level outcomes, this session will also describe the range of performance assessments currently used such as portfolios, juried roundtables, qualifying papers, dissertations, and traditional doctoral defenses.

Expected Outcomes:

1. Explain the performance assessments of an outcomes-driven research doctorate in education
2. Identify several ways in which performance assessments of the presented doctoral program may be adapted to undergraduate or graduate programs

Session 2. **Writing Redesign 101: Assessment in Action** *By Middlesex Community College*

Presenters: *Kelsey Hellwig*, Professor of English; *Stanley Hitron*, Professor of English and Chair of General Humanities; *Dona Cady*, Associate Dean of Humanities and Asian Studies

Description: This interactive presentation will look at how institutional and departmental assessment of ISLOs at Middlesex Community College have resulted in revision of pedagogy and redesigned curricula that embed student success behaviors and writing skills in three innovative educational practices: an interdisciplinary Writing Coach initiative, a vertical teaming partnership with local high schools, and an Accelerated Learning Program (ALP) pilot, that mainstreams developmental writing students in Comp I courses.

Expected Outcomes:

1. Consider how to adapt guidelines the College has developed to revise pedagogy and redesign curricula
2. Review student assignments that assess critical thinking
3. Learn how new practices have enhanced students' personal responsibility, affective behavior, and writing skills

Session 3. **Using Observational Methods to Assess Learning Outcomes in a Liberal Arts–Theater Program: Overcoming Assessment Challenges** *By Northern Essex Community College*

Presenters: *Susan Sanders*, Professor, Coordinator of Theater and Technical Director for the Top Notch Players, Departments of English and Theater; *Ellen Wentland*, Associate Dean, Educational and Institutional Effectiveness; *Suzanne Van Wert (Facilitator)*, Professor of English

Description: Programs such as Northern Essex Community College's Liberal Arts: Theater Option pose an assessment challenge because theater majors with a sufficient number of credits to warrant assessment are scattered during any particular term over a number of different courses. However, in the fall of 2011, seven majors, who all had taken at least three theater classes, were involved in the NECC production of *A Funny Thing Happened on the Way to the Forum*. This production provided an opportunity for faculty to: (a) use developed criteria to assess students with respect to four learning outcomes associated with two program objectives – Communication Skills and Knowledge of Theater: Theory and Practice and (b) inform program improvements and planning through assessment results.

Expected Outcomes:

1. Use the methodology described to conduct learning outcomes assessments in programs with challenges similar to that faced by the Liberal Arts: Theater Option
2. Use the results of the qualitative method to identify areas of strength and weakness and to use the information to strengthen the program curricula

Session 4. Assessing the Learning in Service Learning *By Middlesex Community College*

Moderator: *Cynthia Lynch, Coordinator of Service Learning*

Panelists: *Karen Oster, Department Chair and Professor, Performing Arts; Sally Quast, Professor, Chemistry; Jane Murphy, Instructor, Education*

Description: Middlesex Community College's well-established Service Learning program has provided faculty with a unique platform to reinforce and assess the practical application of course concepts and theories. A panel of service-learning faculty, from across disciplines, will provide examples and case studies on how they assess educational outcomes for student learning through the pedagogy of service-learning, including reflection. In addition, panelists will discuss lessons learned through the perceived failure of aspects of the service-learning program review and the ways results were used to alter the direction of the service-learning program.

Expected Outcomes:

1. Recognize that academic rigor is not compromised and, in fact, more authentic learning occurs when service-learning is properly executed and assessed
2. Become familiar with valuable reflective strategies and practices that foster critical thinking, professional development, and civic engagement
3. Understand how learning occurs through both the successes and failures of assessment

Session 5. From the Ground Up: A Case Study of MassArt's College-Wide Assessment Initiative

Presenter: *Lois Hetland, Professor, Art Education Department, Massachusetts College of Art and Design, and Research Associate, Project Zero at the Harvard Graduate School of Education*

Description: To be valid, assessment must be: (1) grounded in what professors intend students to learn and then (2) aligned with those intentions. Based on using four sets of analytic lenses, this session presents a case study of a college-wide initiative focused on developing valid assessment practices. Learn how MassArt's college-wide assessment initiative has led to agreement about what departments want their students to learn, about what the College overall wants its students to learn, and about forthcoming work to define aligned course-level goals. Future plans for formative and summative assessments used to review student work will also be shared.

Expected Outcomes:

1. Understand four frameworks that can be used as criteria for assessing the quality of learning outcomes to be used as a foundation for college-wide assessment practices
2. Appreciate how a collaborative process involving full faculty engagement can lead to better, more authentic learning goals that faculty also value

Session 6. The Use of VALUE Rubrics to Inform the Assessment Process and Close the Feedback Loop *By UMass Lowell*

Presenters: *Frank E. Andrews, Associate Dean, Manning School of Business; Stuart C. Freedman, Chair, Management Department, Manning School of Business*

Description: This session will focus on the use of VALUE rubrics and how they are used to articulate fundamental criteria for a specific learning outcome using performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading.

The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared across a university through a common dialog and understanding of student success. Further, the data generated by VALUE rubrics help indicate a direction for curriculum change and ultimately the continuous improvement of the program.

Expected Outcomes:

1. Understand how a mission statement is used to inform a program's learning goals
2. Understand how a learning goal is developed with the input of responsible faculty and how that goal leads to learning indicators and the VALUE rubric
3. Learn about our assessment process and continuous program improvement.

Session 7. Using the Teacher Work Sample to Assess and Engage Students *By UMass Lowell*

Presenters: *Charmaine Hickey, Lecturer, Graduate School of Education; Judith Davidson, Associate Professor, Graduate School of Education*

Description: The Teacher Work Sample (TWS) was devised by the Renaissance Project in 2002 and has since been used to synthesize learning that takes place in teacher preparation programs. At UMass Lowell, the TWS has been and continues to be used in the Graduate School of Education as a capstone experience for the M.Ed. in Curriculum & Instruction and in the Division of Fine Arts, Humanities, and Social Science for Music Education programs. A panel of faculty will discuss how the TWS guides student assessment, and will talk about alternative tools—such as wikis—to engage students in presenting their TWS.

Expected Outcomes:

1. Understand how the TWS framework, based on research and best practice, builds upon each student's strengths and needs, and provides credible evidence of an individual's ability to facilitate learning for children in each person's classroom.
2. Generate ideas about how the use of technology and electronic tools, such as a wiki, used in combination with the TWS, can engage students, create opportunities for collaboration beyond the course, and enrich formative and summative assessments

10 a.m. Concurrent Poster Sessions

Assessing Student Learning Across Departments at Salem State University

Presenters: *James Gubbins, Faculty Fellow in Assessment, Assistant Professor, Interdisciplinary Studies Department; Michele Davila-Goncalves, Assistant Professor, Foreign Languages; Ryan Fisher, Associate Professor, Biology; Jeanette Sablock, Professor, Geological Science; Allan Shwedel, Associate Professor, Education*

Description: Salem State University has embraced the assessment of student learning outcomes across the 29 departments that comprise the institution. This process is still developing and we report on the challenges, instruments and successes from numerous departments including Foreign Languages, Biology, Geological Science, and Education.

Expected Outcomes:

3. Learn about the different approaches to the assessment of student learning taken by departments across Salem State University, along with the challenges and successes generated
4. Examine assessment tools for applicability at one's campus

The Dental Hygiene Program Student Portfolio Project *By Middlesex Community College*

Presenters: *Nancy J. Baccari, Professor of Dental Hygiene; Donis Tatro, Professor of Dental Hygiene*

Description: This presentation will share how the Dental Hygiene Department, including both full-time and adjunct faculty at Middlesex Community College, uses student portfolios to demonstrate program-level outcomes. The session will offer insight into the development, implementation, and assessment of our portfolio project. Specifically, learn about the challenges we have encountered in implementing student portfolios, results of our research on retention and students' use of portfolios, and the kinds of changes we propose based on this research.

Expected Outcomes:

1. Learn how the Dental Hygiene Department at Middlesex Community College uses student portfolios to assist in demonstrating student achievement of the program competencies
2. Develop insight into how our portfolio project has affected student retention and grade point averages

11 a.m. Breakout Sessions

Session 8. **Beyond Accreditation: Assessing Student Learning for Quality Improvement**

By Middlesex Community College

Presenters: *Katherine Gehly, Assistant Dean for Nursing; Sandra Shapiro, Assistant Professor of Nursing*

Description: Nursing programs are annually required by Board of Nursing regulations and accreditation standards to assess and report on student achievement of program outcomes (graduation rates, licensure pass rates, employment and program satisfaction). With a greater emphasis on assessment of student achievement of institutional student learning outcomes (ISLOs) at the college, the nursing faculty at MCC collaboratively focused on looking at student work to gain a clearer sense of what and how their students are learning – assessment for improvement rather than solely for accountability purposes. In this panel presentation and discussion, learn how faculty worked together to assess several student artifacts and use results to help students more clearly identify their own development.

Expected Outcomes:

1. Identify a collaborative model for assessing student work for quality improvement
2. Develop rubrics to determine level of achievement of ISLO being assessed
3. Identify 2–3 curricula changes that can assist students in identifying their own personal and professional growth

Session 9. **Quantitative Reasoning (QR): A “Habit of Mind,” Competency, and Comfort in Working with Numerical Data**

By Holyoke Community College

Presenters: *Terri Kinstle, Associate Professor of Psychology; Nicole Hendricks, Assistant Professor of Criminal Justice*

Description: Holyoke Community College’s General Education Assessment Committee (GEAC), comprised of faculty, staff, and administration, has been asked to design and implement a plan to assess general education outcomes in each of the five areas: information literacy, effective communication, critical thinking, quantitative reasoning, and knowledge of diversity. Over the past two years the GEAC members have utilized rubrics to assess information literacy and quantitative reasoning across the curriculum. The GEAC team will share the results of its most recent research addressing quantitative reasoning across the curriculum. The team conducted focus groups with students and assessed outcomes with work samples from a variety of academic departments, such as economics, biology, music, psychology, and math. The members of the GEAC committee are excited to share their methodology, results, and insights with a wider audience and are invested in developing tools to assist and support institutions in developing their own assessment within and across disciplines.

As part of a broader long-range plan to assess general education outcomes at Holyoke Community College over the past two years, GEAC has used a scoring rubric to assess quantitative reasoning.

Expected Outcomes:

1. Learn how the GEAC Team conducted student focus groups and assessed the College’s quantitative reasoning outcome from a variety of academic departments, such as economics, biology, music, psychology, and mathematics
2. Based on GEAC’s findings also learn about how the College plans to teach quantitative reasoning

Session 10. **Use of Coaching and Formative Assessment to Mentor Preservice Elementary Science Teachers**

By UMass Lowell

Presenters: *Michelle Scribner-MacLean, Clinical Assistant Professor of Science and Math Education, Graduate School of Education; Bindu Sunil, Adjunct Faculty, Graduate School of Education; Jane Gilmore, Adjunct Faculty, Graduate School of Education*

Description: Often preservice teachers have very little experience in the field before they begin their student teaching; much of what they learn typically has been from classroom lectures, teaching videos, and related readings, but they often spend little time teaching science with children. The presentation describes a new initiative in which preservice elementary teachers are paired with expert teachers in the field to develop and present seven science lessons. Learn about the various types of assessments being used to monitor student progress and about how preservice teachers have built self-efficacy and skills around teaching elementary science with this new model and associated assessment tools.

Expected Outcomes:

1. Use multiple assessment tools to monitor student learning
2. Appreciate how pairing with experts develops a solid foundation for preservice teachers

Session 11. Transforming Gen Ed: Being More Intentional about Student Achievement of Institutional Student Learning Outcomes *By Middlesex Community College*

Presenters: *John Savage, Professor of Chemistry, Faculty Chair of MCC's Gen Ed Committee*

Description: To more intentionally provide students with increased opportunities to practice and develop our institution's Gen Ed outcomes, Middlesex Community College's Gen Ed Committee revised its core curriculum. One reason for this revision was our recent institutional-level assessment of students' writing, demonstrating to us that our graduating students were not the proficient writers that we expected them to be and pointing out that our current Gen Ed distribution requirements were not sufficient for building these essential skills and abilities—"one course does not a writer make."

Expected Outcomes:

1. Learn about our assessment results
2. Review our new Gen Ed course application form

Session 12. 32 Years of Assessment at UMass Boston: History, Philosophy and Structure

Presenters: *Pamela Annas, Associate Dean, College of Liberal Arts; Neal Bruss, Associate Professor, English Department; Mark Pawlak, Director, Academic Support*

Description: The learning outcomes assessment system at UMass Boston developed from concerns about students' readiness for advanced work. A junior-level writing proficiency requirement instituted in 1979 set the stage for general education reform, including a quantitative reasoning requirement, first-year and intermediate seminars overseen by the university but based in the majors, and a culminating capstone project. Assessment of the first-year experience is robust, and each academic department is now developing an outcomes assessment plan for its majors. UMass Boston's assessment system will be presented from historical, political, pedagogical and structural perspectives, and will be discussed in light of the LEAP VALUE rubrics.

Expected Outcomes:

1. Learn about the University's current assessment practices in GE
2. View current practices within the Context of VALUE rubrics

Session 13. The Impact of Diversity on the Performance of a Learning and Integration-Oriented Group Work: An Exploratory Study of Market Analysis and Planning *By UMass Lowell*

Presenters: *Eunsang Yoon, Professor of Marketing, Robert J. Manning School of Business; Steven Tello, Associate Professor of Management & Entrepreneurship, Robert J. Manning School of Business; M. Berk Talay, Assistant Professor of Marketing, Robert J. Manning School of Business*

Description: Research on the benefits of, and problems with, team-based teaching methods has significantly increased over the last two decades since the ability of students to work effectively in teams has become a highly desired skill. However, scholarly inquiry on the link between the diversity of group members and team performance has been surprisingly scarce. Using data on diversity and team performance of MBA students, this session attempts to address this void.

Expected Outcomes:

1. Explore how different types of diversity (i.e., demographic and functional) affect quality of interaction among group members
2. Learn how the quality of interaction among group members drives the quality of: (a) the group project and, more importantly, (b) the learning of individuals in a group
3. Discover how individual member's learning affects the quality of the group project
4. Identify the potential impact of team member diversity on teaching method and curriculum

Session 14. Development of an ABET Assessment Process and Lessons Learned about Closing the Loop *By UMass Lowell*

Presenters: *Dalila B. Megherbi, Associate Professor of Electrical & Computer Engineering, and Director of the CMINDS Research Center*

Description: Learn about the development of an ABET assessment process at UML. Specifically, this session will focus on the following aspects of the process: the assessment of the educational objectives, the assessment of the related programs outcomes, the use of direct and indirect assessment tools, the use of performance criteria, and examples of strategic methodologies to conduct some course-level assessments and their relationship to the program outcomes. Based on assessment experience, this session will also inform participants of the pitfalls they may encounter when closing the loop.

Expected Outcomes:

1. Learn what not to do when closing an outcome assessment loop
2. Hear about how to tie program outcomes to educational objectives
3. Understand how to create course outcome performance criteria and related performance criteria metrics

1:40 p.m. Breakout Sessions

Session 15. Systematic Assessment of Curriculum Gaps to Improve Student Outcomes *By UMass Lowell*

Presenters: *Lisa M. Abdallah, Associate Chair & Associate Professor; Jacqueline Dowling, Associate Professor & Director of Undergraduate Program; Shellie Simons, Assistant Professor & Baccalaureate Curriculum Committee Chairperson; Margaret Knight, PMHNP-BC Assistant Professor & Curriculum Committee Member, Department of Nursing*

Description: Learn how a detailed gap analysis of the nursing curriculum has been used as a means to assess how well our curriculum included the standards, requirements, and guidelines of our multiple professional organizations. Areas found to be deficient and the methods that were taken to incorporate the missing content into specific courses in the curriculum will be discussed.

Expected Outcomes:

1. Adapt strategies to conduct a programmatic assessment and gap analysis of your curriculum
2. Understand various methods and examples of how to incorporate assignments into courses and clinical experiences to ensure appropriate content areas are covered

Session 16. Free-Range Assessment: Faculty-Driven General Education Outcomes in a Community College Setting *By Quinsigamond Community College*

Presenters: *Gaelan Lee Benway, Professor of Sociology, Member of the General Education Outcomes Assessment Committee*

Description: Quinsigamond Community College's General Education Outcomes Assessment activities are developed and executed entirely by QCC faculty and professional staff and guided by a mission statement that supports assessment endeavors at all levels by developing and sharing tools to assess students' mastery of the College's General Education Learning Outcomes. Through one iteration of our assessment cycle we will describe our current process that includes early work by our exploratory committee and goal development committee, campus-wide adoption of general education learning goals, communication skills rubric development, pilot assessment event, campus-wide dissemination of results, closing the loop, and critical evaluation and next steps. Presentation will include discussion about the pros and cons of proceeding with our faculty-led process and questions or comments from participants.

Expected Outcomes:

1. Apprehend the potential of faculty-led general education outcomes assessment
2. Interrogate some of the challenges inherent in faculty-led general education outcomes assessment. Identify pros and cons of a faculty-led process

Session 17. Assessing 21st Century Skills *By MassBay Community College and Middlesex Community College*

Presenters: *Lori Weir, Instructional Design Specialist, MassBay Community College; Judy Hogan, Dean, Business, Education and Public Service, Middlesex Community College*

Description: Funded by an NSF grant, in 2009-2010 MCC assessed students' attainment of 21st century intellectual and practical skills such as communication and collaboration, problem solving and teamwork in an authentic way by engaging industry professionals directly in the classroom. Besides using results to inform curriculum and program design, our experience enabled us to learn how to increase course credibility and motivate students.

Expected Outcomes:

1. Learn how to engage industry professionals in assessment of learning outcomes
2. Learn about ways to improve students' motivation

Session 18. The Reverse Multiple-Choice Method *By UMass Lowell*

Presenters: *Indu Anand, Adjunct Faculty, Department of Mathematical Science*

Description: The Reverse Multiple Choice Method (RMC), the methodology of presenting content for teaching and testing, introduced in Patent No. US 7,033,182, uses a familiar multiple choice format of questions but harnesses the power of "wrong" answers in a new way. Useful for testing in a number of subject areas, this session will illustrate and engage participants in discussion about how this method helps elicit information about students' understanding and allows a finer measure of test takers' grasp of subject matter.

Expected Outcomes:

1. Examine answer choices and identify key information in a question that makes an answer choice correct or incorrect
2. Inquire how to change the given facts to make that particular answer choice the correct answer

Session 19. Establishing an Upper-Level Writing Assessment Program at Massachusetts Maritime Academy

Presenters: *Julie Kearney, Writing Program Administrator; James Morgan, Chair of the Humanities Department; Mark Patrick, Assistant Dean of Academic Affairs*

Description: In 2009, the Massachusetts Maritime Academy Department of Humanities initiated discussion of an upper-level writing assessment program to address writing deficiencies in our graduating students. Approved by governance and the administration in spring of 2011, the program includes a writing proficiency examination and an e-portfolio requirement that can be used across the MMA campus. This session offers participants an adaptable model for an upper-level writing assessment program open to participants' feedback during the session.

Expected Outcomes:

1. Learn about how the upper-level program has been designed to address writing deficiencies in students
2. Determine how you might adapt the program and the assessment methods

Session 20. Using Program-Level Assessment to Make Curricular Changes in a Criminal Justice Program *By Middlesex Community College*

Presenters: *Lynda Pintrich, Criminal Justice Professor; Michelle Bloomer, Assistant Dean, Education and Public Service*

Description: Presenters will describe how the Criminal Justice Department at Middlesex Community College assessed programmatic student learning outcomes and the curriculum changes that ensued. Special focus will be given to lessons learned and the value of failure and success throughout the assessment process. In addition, presenters will address the key factors that contributed to the establishment of a culture of assessment within the department.

Expected Outcomes:

1. Relate how assessment process and results can be used to change curriculum and instructional practices within a department
2. Recognize the value of failures and successes in programmatic assessment
3. List some of the factors that promote a "culture of assessment" within a department

Session 21. “SLOAP-ing” at BHCC: Nurturing a College-Wide Conversation About and Commitment to Assessment

Presenters: *Natalie Oliveri, Professor, English; Judy Lindamood, Professor and Chairperson, Early Childhood Education and Human Services; Tim McLaughlin, Professor and Chairperson, English Department; Jefferson Fernandes, Assistant Professor, Computer Information Technology; David Leavitt, Director of Institutional Research; Lauren Maguire, Associate Professor, Hospitality; Maria Puente, Professor, Behavioral Science; Michelle Schweitzer, Professor, English as a Second Language*

Description: Since its inception in 2004, the Student Learning Outcomes Assessment Program (SLOAP) has been the primary catalyst in efforts at Bunker Hill Community College to promote and create a college-wide culture of assessment. The SLOAP steering committee, composed of faculty representatives from each department, meets twice monthly to review proposals submitted by departments seeking funding for assessment projects. This session will recreate a typical SLOAP meeting in which project proposals are discussed and approved. BHCC SLOAP reps will participate in this session. Actual project proposals will be the focus of discussion. Those who attend the session are invited to participate in this discussion.

Expected Outcomes:

1. Experience genuine assessment of student learning that is of real value to faculty
2. Observe a sophisticated level of dialog among colleagues, thus helping move toward the ultimate goal of an institution that has created a “culture of assessment”

1:40 p.m. Concurrent Poster Sessions

Learning Outcomes as Student Assessment: The Redesign of College Writing II *By UMass Lowell*

Presenters: *Dina Bozicas, Lecturer, English Department; Paula Haines, Coordinator, First Year Writing Program, English Department*

Description: In Spring 2011, the First Year Writing Program launched a radically redesigned set of standard learning outcomes to be implemented in all 85 sections of College Writing II. The previous learning objectives lacked specificity, which had allowed for a proliferation of syllabi that lacked alignment with the general education purpose of the course. We describe the development of the new objectives, the process for ensuring their adoption by adjunct faculty, and the critical shift to understanding learning outcome as the basis for student assessment. Our presentation incorporates the reflections of adjunct faculty members on the challenges and benefits of the revised learning outcomes in terms of their own teaching and their students' success.

Expected Outcomes:

1. Gain an understanding of the practical and specific consequences of UML's First Year Writing Program Redesign

Notes Toward Department-Wide Assessment of Student Learning in the UMass Lowell English Department

Presenters: *Michael Millner, Assistant Professor of English; Tony Szczesiul, Associate Professor of English; Jonathan Silverman, Assistant Professor of English; Jeannie Judge, Associate Professor of English; Maggie Dietz, Assistant Professor of English*

Description: Assessment of student learning in the humanities has been an especially fraught issue because knowledge in the humanities is often non-sequential, difficult to quantify, and open-ended. This poster outlines the ways that the UMass Lowell English Department has confronted these dilemmas facing student assessment.

Expected Outcomes:

1. Develop an understanding of the problems facing student assessment in the humanities and English
2. Learn about the UMass Lowell English Department's response to these issues



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