

6th Annual

AMCOA Conference



Advancing the Work of Assessment:

Best Practices, Tools & Resources

Statewide Conference
on Assessment in
Higher Education

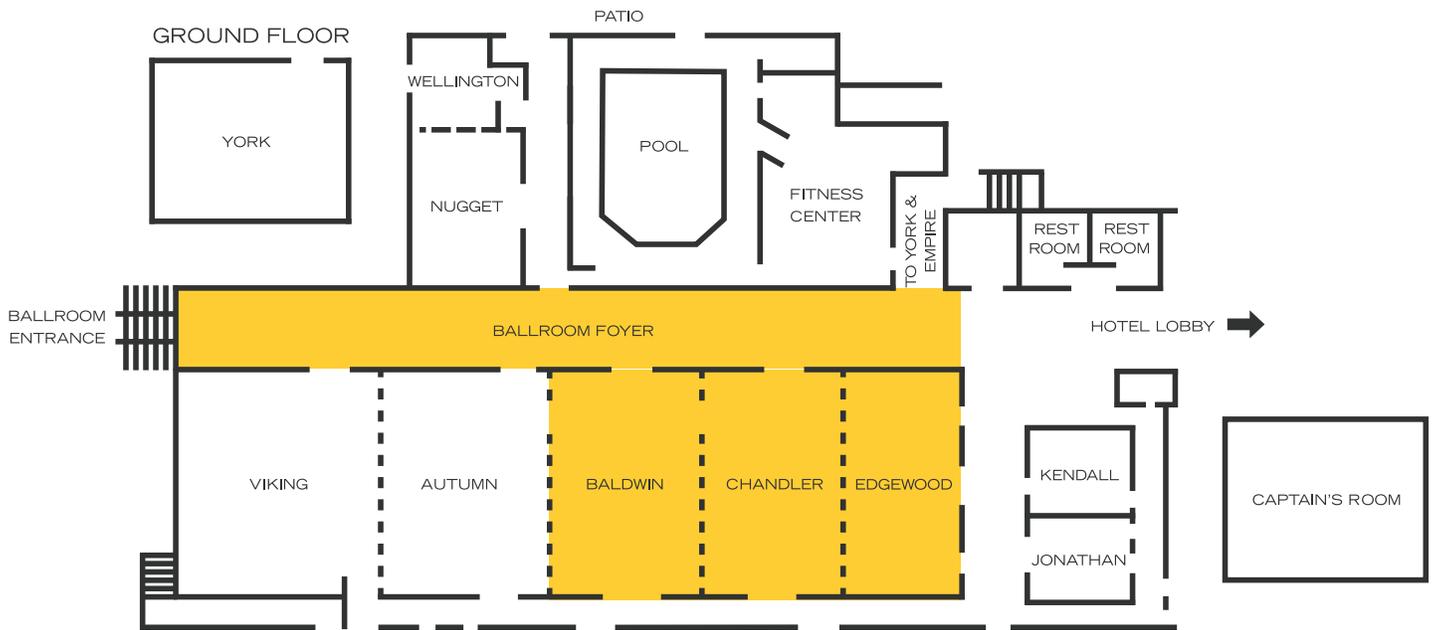
Friday, April 21, 2017
8 a.m. to 4:00 p.m.

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 Robert J. Awkward, Director of Learning Outcomes Assessment, Massachusetts Department of Higher Education Patricia A. Marshall, Deputy Commissioner for Academic Affairs & Student Success, Massachusetts Department of Higher Education	Baldwin/Chandler
9:15 a.m. Plenary Session Compassionate Education for Democracy Susan Albertine, Senior Scholar and Director, LEAP States, Association of American Universities & Colleges	Baldwin/Chandler
9:15 a.m. Move to Breakout Sessions (see map on page 3)	
10:45 a.m. Breakout Sessions Using Assessment Data Effectively <i>The session you chose during pre-registration is listed on your name tag.</i>	
Session A. Informing Pedagogy and Curriculum Through the Use of Assessment Data Anne Herrington, Distinguished Professor of English Emerita & Faculty Fellow, Office of Academic Planning & Assessment, University of Massachusetts Amherst Martha Stassen, Assistant Provost, Assessment and Educational Effectiveness, University of Massachusetts Amherst This session will discuss the assessment of the Integrative Experience program. The presenters will describe the research they have conducted, including: (1) on-campus scoring of the student artifacts sent for MSC scoring, (2) focus groups with on-campus faculty scorers of that work, (3) interviews with some of the instructors who submitted work for the project, and (4) analyses of the relationship between assignment characteristics and artifact scores. Results from this research offer important insights into the ways in which participation in MSC can help inform pedagogy and faculty involvement in assessment.	Baldwin
Session B. Signature Assignment Design and Assessment Natasha Jankowski, Director, National Institute for Learning Outcomes Assessment; Research Assistant Professor, Education Policy, Organization, and Leadership, University of Illinois Urbana-Champaign Results from the 2013 NILOA Provost Survey indicate that some of the most valuable information on student learning is from classroom-based assessments. Yet, many assessment practitioners are not well-positioned to facilitate conversations around assignment design, curriculum mapping, or engaging stakeholders in assignment design linked to learning outcomes. This workshop will outline an assignment charrette model that may be used by campuses to engage in assignment design conversations as well as alert participants to resources available for modification in designing assignment workshops. Elements considered will include good assignment design, alignment, and exploration of the assignment library.	Chandler

Map of Session Locations



Location ▼

Session C. Using Assessment Data to Improve the Teaching and Learning of Critical Thinking

Edgewood

Josephine Rodriguez, Director of Assessment and Lisa Hansen, Associate Coordinator of Assessment, Western New England University

Results from three cycles of assessment of critical thinking at Western New England University will be shared, showing dramatic improvement. The presenters will focus on both changes to the assessment process and how working with faculty on assignment design has improved the teaching and learning of critical thinking in all disciplines.

11:45 p.m. **Move to Lunch in Baldwin/Chandler (see map above)**

12:00 p.m. **Lunch**

Baldwin/Chandler

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

Baldwin/Chandler

Excellence in Assessment: National Institute for Learning Outcomes Assessment Initiative

Natasha Jankowski, Director, National Institute for Learning Outcomes Assessment, and Research Assistant Professor, Education Policy, Organization, and Leadership, University of Illinois Urbana-Champaign

The Excellence in Assessment certification recognizes exemplary colleges and universities that: (a) successfully integrate assessment practices across campus, (b) provide evidence of student learning outcomes to stakeholders, and (c) utilize assessment results to guide institutional decision-making and improve student performance.

Afternoon Agenda

Location ▼

1:15 p.m. **Plenary Session**

Baldwin/Chandler

Assessment Modules: Previewing a New Online Professional Development Resource

Christopher Cratsley, Director of Assessment, Fitchburg State University

Jennifer Herman, Director of the Center of Excellence in Teaching, Simmons College

Kimberly Hamilton Bobrow, Professor, English and Humanities Faculty and General Studies Program Coordinator, Manchester Community College

Victoria Wallace, Instructional Designer, MGH Institute of Health Professions

Seven New England colleges formed the Learning Assessment Research Consortium to create online modules on assessment. This session describes the modules and shares how this free resource can be utilized. Participants will experience part of a module, provide feedback, and brainstorm ways that modules can be launched at your campus.

2:15 p.m. **Move to Breakout Sessions (see map on page 3)**

1:30 p.m. **Breakout Sessions | Implementing Useful Change in Curriculum, Teaching, and Learning**

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

Session A. Growing an Assessment Institute from the Grassroots

Baldwin

Quinsigamond Community College Outcomes Research for Excellence Team

Amy Beaudry, Professor of English and Academic Technology Facilitator

Gaelan Lee Benway, Professor of Sociology and Academic Assessment Facilitator

Ruth Ronan, Coordinator of Instructional Technology and Assessment

Tiger Swan, Coordinator of Library Reference and Instruction

During this workshop, attendees will learn the nuts and bolts of planning a daylong professional development event, such as an assessment institute. The Quinsigamond Outcomes Research for Excellence team will talk about the organic process by which our own August Assessment Academy grew. There will be time for attendees to discuss and ask questions about their own ideas for organizing an assessment institute.

Session B. Assessment Can Strengthen Writing across the Curriculum

Chandler

Ellen Nichols, Assistant Dean of English & Humanities, Middlesex Community College

If assessment does not lead to changes in practice, then it is simply an exercise in data collection. Middlesex Community College used the assessment of its Written and Oral Communication Institutional Student Learning Outcome to propel an effort of assignment and curriculum change across the disciplines. This session will share the timeline of activities and strategies employed, and participants will experience how quickly assignment redesign can lead to better student performance.

Session C. Building Quantitative Literacy across the Curriculum

Edgewood

Matthew Salomone, Associate Professor of Mathematics; Director of Math Services; Coordinator, Quantity Across the Curriculum, Bridgewater State University

Quantitative literacy (QL) is necessary to use and understand 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 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.

3:45 p.m. **Return to Baldwin/Chandler (see map on page 3)**

4:00 p.m. **Closing Remarks**

Baldwin/Chandler

Robert J. Awkward, Director of Learning Outcomes Assessment, Massachusetts Department of Higher Education

4:15 p.m. **Program Ends**

Presenter Bios

Susan Albertine, Ph.D., is a senior scholar in the Office of Liberal Learning and the Global Commons at AAC&U. She has directed the LEAP States Initiative since 2008 and leads the Faculty Collaboratives project. She served as vice president of the Office of Diversity, Equity, and Student Success at AAC&U from 2010 to 2016, and in that role provided leadership for programs related to college readiness and student success, and for the Making Excellence Inclusive initiative. A career-long literacy educator and advocate for educational reform, Albertine became a secondary school teacher through the alternative school movement in the early 1970s. She received her BA from Cornell University, her MA from the State University of New York at Cortland, and her Ph.D. from the University of Chicago, all in English and American literature. As a professor, she taught American literature and English composition at St. Olaf College and then at Susquehanna University. Later she served as assistant to the provost at the University of Pennsylvania, and then vice provost at Temple University, where she began her national work in higher education reform. In 2002 she became Professor of English and Dean of the School of Humanities and Social Sciences at the College of New Jersey, where she served until joining AAC&U in 2008.

Amy Beaudry is a Professor of English and the Academic Technology Facilitator at Quinsigamond Community College, where she has worked since 2004. In addition to teaching composition, literature and philosophy classes, Beaudry is involved in a variety of online teaching and learning, professional development, assessment, retention, and Open Educational Resources (OER) initiatives at the campus and state levels.

Gaelan Lee Benway, Ph.D., is Professor of Sociology and Academic Assessment Facilitator at Quinsigamond Community College. She joined the faculty in 2005 after earning a Ph.D. in Sociology from Brown University, where her dissertation focused on work-family balance negotiations among Dominican immigrants to Providence, RI. Gaelan's professional interests include racial/ethnic, gender, sexual, socioeconomic, age and health-related diversity and inclusion.

Christopher Cratsley, Ph.D., is the Director of Assessment and Professor of Biology at Fitchburg State University. He is currently Co-Principal Investigator on the Davis Foundation's Learning Assessment Research Consortium and represents Fitchburg State University on the Massachusetts Task Force on Statewide Assessment. Cratsley has over 10 years of experience as a faculty member in Biology and Chemistry, including serving as both Graduate Program Chair and Interim Department Chair. He has served as Co-Principal Investigator on two collaborative National Science Foundation Grants, supporting student-faculty research on behavioral ecology and teacher preparation in science and engineering, as well as AAC&U, Massachusetts DHE and DESE grants supporting professional development, curriculum redesign, learning outcomes assessment and science teacher preparation. Cratsley received his Ph.D. in Biology from Tufts University and completed the Undergraduate Teacher Education Program and his Bachelor's Degree at Brown University.

Kimberly Hamilton Bobrow was a Hokin Doctoral Fellow at Brandeis University, Community College Faculty Fellow at Yale University, and a summer scholar in the National Endowment for the Humanities in the School of Criticism and Theory at Dartmouth College. She is an Associate with the AAC&U and has participated in major initiatives, including Liberal Education America's Promise, for which she received the Excellence in Teaching and Distinguished Service award in 2012. Hamilton Bobrow has presented at the New England Faculty Development Consortium on the scholarship of teaching and learning, and at the New England Educational Assessment Network on student cognitive and holistic development. She co-facilitates the College's Center for Teaching Narrative Teaching Initiative based on the Carnegie Foundation's "Teaching Commons," a model for professional learning in order to promote assessment as a means of critical, professional reflection.

Lisa Hansen, Ph.D., is Professor of Mathematics and Computer Science and the Associate Coordinator of Assessment at Western New England University. Her current assessment interests include inter-rater reliability, assignment design, assessing general education, and fostering a culture of assessment. As a mathematician, she is passionate about the mathematical preparation of elementary teachers and enjoys teaching courses that fall in the intersection of mathematics and computer science. Hansen received her Ph.D. in Mathematics with an emphasis in Graph Theory and Computer Science from Western Michigan University.

Jennifer H. Herman, Ph.D., is the first permanent director of the Center of Excellence in Teaching at Simmons College and Associate Professor of Practice in Education. She develops and offers research-based professional development opportunities for faculty around teaching and scholarship, and provides structured support for curriculum design at all curricular levels. She is currently a Co-Principal Investigator on three major grant-funded projects, regularly presents at both national and international conferences, and facilitates multiple high-impact signature programs, including course design institutes, a teaching institute for Harvard Medical School, and faculty writing retreats. She has also worked as a curriculum development consultant and faculty writing coach for over 10 years, including designing training programs and curricula for the U.S. Department of State and the New York State Small Business Development Center. Herman received her Ph.D. in Higher Education from the University at Buffalo and her M.A. in International Training and Education from American University.

Anne J. Herrington, Ph.D., and **Martha L. A. Stassen, Ph.D.**, have collaborated on a number of Student Learning Assessment projects, including the development of cross-disciplinary learning objectives for the University of Massachusetts' Junior Year Writing program, assessment of the student learning and pedagogical outcomes associated with the University's upper-division Integrative Experience General Education requirement, and, most recently, implementation of the campus's participation in the Multi-States Collaborative. Publications associated with their collaborations include an article on "Defining Critical Thinking in Higher Education: Determining Assessment Fit" published in *To Improve the Academy* (2011) and "Intersections of Writing, Reflection, and Integration" in a recent special edition of *Across the Disciplines* (2016).

Natasha Jankowski, Ph.D., is Director of the National Institute for Learning Outcomes Assessment (NILOA); and Research Assistant Professor with the Department of Education Policy, Organization and Leadership at the University of Illinois Urbana-Champaign. She is co-author of the 2015 book, *Using Evidence of Student Learning to Improve Higher Education*. She holds a Ph.D. in Higher Education from the University of Illinois, an M.A. in Higher Education Administration from Kent State University, and a B.A. in philosophy from Illinois State University.

Ellen Nichols is currently the Assistant Dean of Humanities at Middlesex Community College, and has taught English in the classroom for twenty-five years. She entered the Massachusetts Community College arena in 2004 after serving at San Diego Mesa College. Her work in assessment on both coasts has brought her a deep appreciation of how assessment can lead to improved classroom experiences and increased student learning, but that the cycle of assessment needs to include reflection and change in practice. Starting with a B.A. in Communicative Disorders, followed by graduate work in Counseling, an M.A. in English plus additional credits in Higher Education, Biblical Studies and Humanities, she has developed a perspective on supporting the development of communication skills from a variety of viewpoints.

Josephine Rodriguez is the Director of Assessment at Western New England University. For over a decade, she was the Director of the Math Center at Western New England, and prior to that, she taught Mathematics at Trinity College in Hartford, CT. Since 2008, she has been involved in institutional assessment and accreditation endeavors. She has presented at regional and national conferences on topics such as assessing general education, measuring inter-rater reliability, program assessment and assessing co-curricular learning outcomes.

Ruth Ronan is an Instructional Designer in the Distance Learning & Professional Development Department at Quinsigamond Community College. In her position as Coordinator of Instructional Technology and Assessment, she supports faculty with curriculum development focused on alignment and outcomes-based assessment. She also assists faculty in achieving their pedagogical goals by providing guidance and resources to increase their expertise in new instructional techniques and technology integration. She is committed to the Scholarship of Teaching and Learning promoted through her facilitation of faculty learning communities.

Matthew Salomone, Ph.D., is Associate Professor of Mathematics and Director of Math Services at Bridgewater State University. He is the founding coordinator of the Quantity Across the Curriculum (QuAC) program at BSU, 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 to support faculty and staff from around the region in their efforts to strengthen quantitative literacy efforts on their campuses. 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.

Tiger Swan is the Coordinator for Library Reference and Instruction at Quinsigamond Community College, where he has worked since 2014. As a librarian, Swan is integrated into many facets of QCC's campus community, particularly those tied to student learning, information literacy, critical thinking, and assessment. Prior to his arrival to QCC, he worked at Florida A&M University for nearly five years and was a member of the coordinating team for their Quality Enhancement Plan.

Victoria L. Wallace has over 20 years of instructional design experience in the financial, technical, and academic fields. As part of MGH Institute of Health Professions' Office of the Provost team, Victoria works with faculty providing instructional support in the design, development, facilitation, and evaluation of courses to improve teaching strategies and student outcomes. She consults with faculty integrating research-based principles, best practices, and the latest technologies into course curriculum. Prior to her role at MGH IHP, Victoria worked in Northeastern University's Educational Technology Center supporting faculty designing and developing online courses and promoting and managing outreach and pilot programs. Additionally, she taught online in the Instructional Design Graduate Program at University of Massachusetts-Boston. Victoria holds a B.A. in Psychology from University of Central Florida, a M.Ed. in Instructional Design from University of Massachusetts-Boston and is currently pursuing her Ed.D. in Curriculum, Teaching, Learning, and Leadership at Northeastern University.



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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

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