

8th Annual

# AMCOA Conference



## The Intersectionality of Equity, Quality, & Student Learning

Statewide Conference  
on Assessment in  
Higher Education

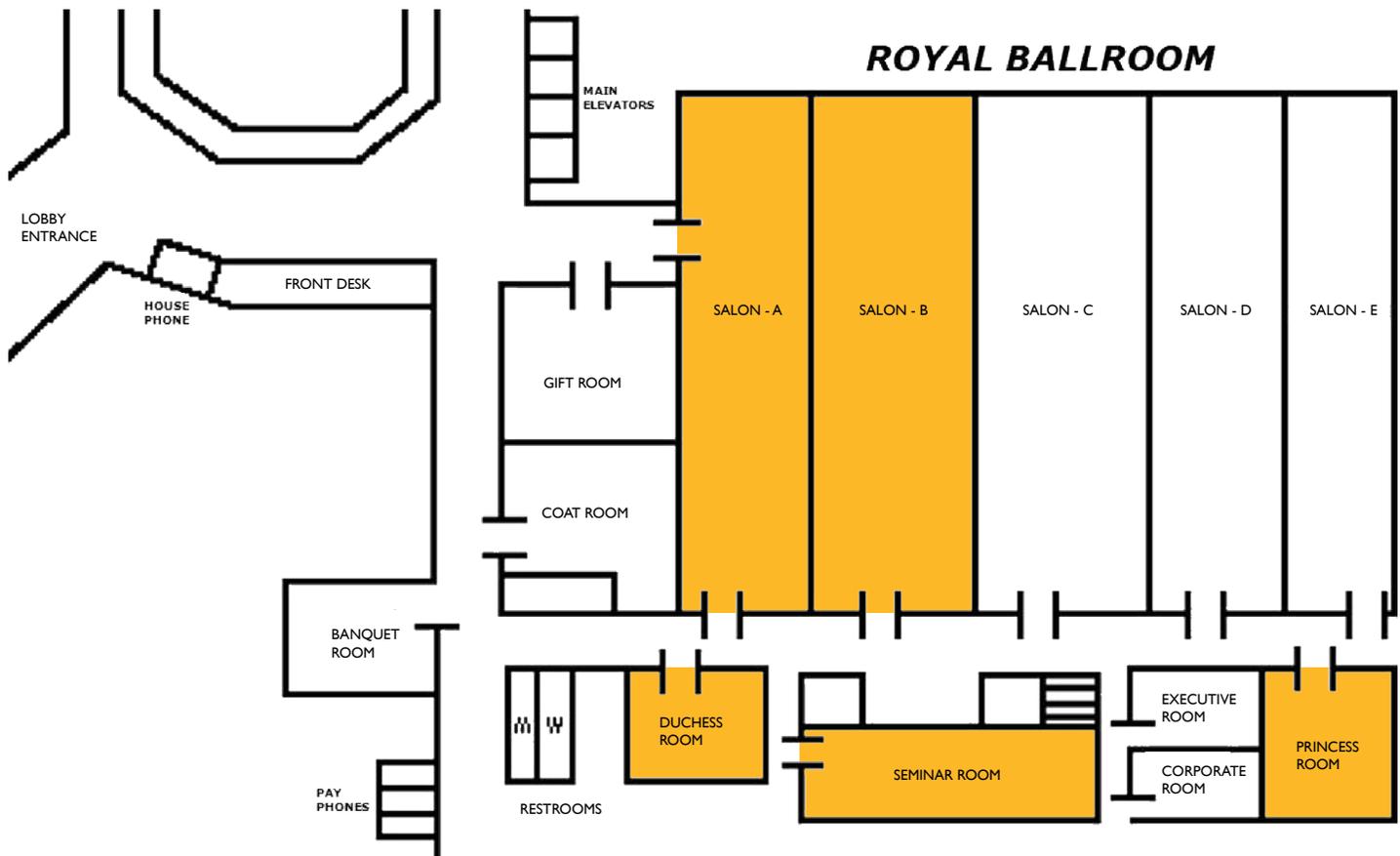
Friday, April 19, 2019  
8 a.m. to 3:00 p.m.

Best Western Royal Plaza  
Hotel & Trade Center  
181 Boston Post Road  
Marlborough, MA 01752

# Morning Agenda

	Location ▼
8:00 a.m. <b>Registration and Continental Breakfast</b>	Salon AB
9:00 a.m. <b>Welcoming Remarks</b> 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	Salon AB
9:15 a.m. <b>Plenary Session</b> <b>Assessing for Value: Equity, Quality, &amp; Student Learning</b> Gianina Baker, Ph.D., Assistant Director, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois Urbana-Champaign  This keynote will provide an update on the field of assessing student learning throughout the United States, examining the shift of focus on college and university campuses from compliance to improvement, the continuing work of integrating learning across the curriculum and co-curriculum, movement toward culturally responsive assessment, and exploring principles of effective use of assessment results bolstering understanding and communication about student learning. The session will pull from various projects and institutional examples to help illustrate current trends in assessment, highlighting conversations on the relationship between equity and assessment.	Salon AB
10:45 a.m. <b>Transition Time: Move to Breakout Sessions (see on page 3)</b>	
11:00 a.m. <b>Morning Breakout Sessions   New Assessment Approaches for Improving Student Learning Outcomes</b> <i>The session you chose during pre-registration is listed on your name tag.</i>	
<b>Session A. Assessing for Value: Building Support for Assessment on Campus</b> Gianina Baker, Ph.D., Assistant Director, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois Urbana-Champaign  Attendees of this follow-on workshop will be invited into dialogue regarding their campus efforts to assess student learning in relation to national trends, as well as explore together areas of need and growth within the field of meaningful and manageable assessment of student learning.	Seminar
<b>Session B. Universal Design for Learning Outcomes Assessment</b> Ezekiel Kimball, Ph.D., Assistant Professor of Higher Education & Associate Director, Center for Student Success Research, University of Massachusetts Amherst  Empirical research has shown that the nature of postsecondary learning environments—including teaching practices, assignments, and course designs—can all promote or inhibit success outcomes for students with disabilities. Additionally, literature on effective practices has argued that many existing assessment, evaluation, and institutional research practices do not systematically strive to include the perspectives of students with disabilities. In this session, we will explore strategies for examining how learning environments contribute to student success outcomes for students with disabilities using both new and existing learning outcomes assessments. We will also consider how best to operationalize and measure disability when collecting student-level data and how to incorporate universal design principles into instrument design. Attendees will leave with concrete strategies and plans for implementation on their own campuses.	Princess

## Map of Session Locations



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### Session C. Faculty and Staff-Led Assessment: A New Way Forward in an Era of Limited Resources?

Duchess

John Savage, Ph.D., Professor of Chemistry & Coral Reef Ecology, and Chair of the Assessment Committee; Philip J. Sisson, Provost & Vice President for Academic & Student Affairs, Middlesex Community College

The evolution of culture around assessment at Middlesex Community College has been years in the making—but not without its challenges, including buy-in on the merits of assessment, contractual obligations of faculty and professional staff, protection of academic freedom, and good old-fashioned resistance to change. The perception that assessment is demanded by edict from the top down, as opposed to being owned by all in the college community has been (and continues to be) the most persistent of these challenges. Despite this, we are currently moving to complete the democratization of assessment at MCC. In this break-out session, we will share the nuts and bolts, and unvarnished ups and downs of our rewarding journey of transition from Administration to Faculty and Staff-led assessment, as well as presenting a model for integrating assessment work into the universally understood, regular business of all members of the college community.

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**Session D. Critically-Engaged Civic Learning Inventory for Social Change: A Collaborative Assessment Tool for Enhancing Student Learning and Measuring Meaningful Social Change**

Salon AB

Robert J. Awkward, Ph.D., Director of Learning Outcomes Assessment, MA Department of Higher Education; Jake Lefker, Director of Community Engagement, North Shore Community Development Corporation; Cynthia Lynch, Founding Director, Center for Civic Engagement, Salem State University; Sara Moore, Ph.D., Assistant Professor of Sociology, Salem State University

This session will introduce the Critically-Engaged Civic Learning Inventory for Social Change, an innovative assessment methodology that has been developed and pilot tested to measure the extent that students along with faculty, community partners and community members have collaborated to create incremental social change. Critically-Engaged Civic Learning (CECL), a next generation pedagogy, moves beyond traditional service-learning models by de-centering students' experiences, creating meaningful civic engagement experiences, and producing outcomes across four stakeholder constituencies. A thorough review of the literature reveals the absence of a methodology that assesses student learning in the context of civic engagement and social change. Thus, this represents a groundbreaking assessment approach. In addition to learning about the Social Change Inventory and how to employ it within a civic learning project, presenters will share how to use a traditional civic engagement rubric that allows faculty to assess student learning outcomes based on the civic learning experience.

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12:15 p.m. **Transition Time**

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

Salon AB

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1:15 p.m. **Transition Time**

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1:30 p.m. **Afternoon Breakout Sessions | Approaches and Tools to Strengthen Campus Assessment**

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

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**Session A. Say It Loud: Using Oral Presentation to Assess General Education**

Princess

Amy Beaudry, Professor of English and Academic Technology Facilitator; Gaelan Lee Benway, Professor of Sociology and Academic Assessment Facilitator; Maureen Giacobbe, Coordinator of Instructional Technology and Assessment; Tiger Swan, Coordinator of Library Reference and Instruction, Quinsigamond Community College

The Quinsigamond Outcomes Research for Excellence Team will discuss Quinsigamond Community College's (QCC) General Education Oral Presentation Assessment project and their work preceding this including the creation of an assessment frame and toolkit that is available to all QCC faculty and staff. Workshop attendees will participate in a hands-on assessment activity to give them a better understanding of this project and you will get to preview the toolkit.

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**Session B. Assessing Visual & Performing Arts: Understanding Critique as a Method of Assessment**

Duchess

Dan Serig, Ph.D., Associate Vice President for Academic Affairs, Massachusetts College of Art & Design

While many in higher education shy away from discussion of assessment in visual and performing arts, we recognize that critique is a primary source of qualitative assessment in art and design. It is the hallmark of design. It is also the most time-consuming and least efficient form. However, no other form of assessment compares to the depth of understanding derived from a critique in art and design, since measuring the parts does not equal the sum. Through critique, students learn to pause and reflect in a group of similarly-focused classmates and teachers to seek truth – whether that is aesthetically, technically, emotionally, and/or intellectually. This session aims to provide colleagues a better understanding of what we do in art and design, how it works, and why it works.

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### Session C. Building Quantitative Literacy across the Curriculum

Seminar

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.

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2:45 p.m. **Transition Time**

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2:55 p.m. **Closing Remarks**

Salon AB

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

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

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## Presenter Bios

**Robert J. Awkward, Ph.D.**, currently directs the state-wide learning outcomes assessment program at the Massachusetts Department of Higher Education. The mission of the learning outcomes assessment program is to advance and deepen the culture of assessment throughout public higher education in Massachusetts and increase student learning outcomes. Robert is also a tenured professor of business administration (currently on leave) at Middlesex Community College. Bob was graduated with a Ph.D. in Higher Education from the University of Massachusetts Boston; a M.Ed. in Human Resources Development from Boston University; and a B.A. in Political Science and a M.S. in Economic Policy & Planning from Northeastern University.

**Gianina Baker, Ph.D.**, is currently the Assistant Director at the National Institute for Learning Outcomes Assessment which is co-located at the University of Illinois Urbana-Champaign and Indiana University-Bloomington. As Assistant Director, Dr. Baker researches, writes, and presents on all topics related to the assessment of student learning outcomes on college and university campuses. Her main research interests include student learning outcomes assessment at Minority Serving Institutions, access and equity issues for underrepresented administrators and students, and higher education policy. Prior to this position, she served in roles of Counselor, Director of Institutional Research, and Director of Institutional Effectiveness & Planning, all at a comprehensive community college. She holds a

Ph.D. in Educational Organization & Leadership with a Higher Education concentration from the University of Illinois, a M.A. in Human Development Counseling from Saint Louis University, and a B.A. in Psychology from Illinois Wesleyan University.

**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 initiatives at the campus and state levels.

**Gaelan Lee Benway** is a 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.

**Maureen Giacobbe** is the Coordinator for Instructional Technology & Assessment at Quinsigamond Community College where she has worked since 2017 and occasionally serves as an adjunct faculty member for computer applications. She has twelve years of instructional design experience in the public and private sector and 30+ in the areas of education and technology. She assists faculty and staff with the application of academic technologies in the college's learning management system (LMS) and face-to-face classroom as well as facilitating the online faculty training workshops.

**Ezekiel Kimball, Ph.D.**, is an Assistant Professor of Higher Education and the Associate Director of the Center for Student Success Research at the University of Massachusetts Amherst. An expert on the postsecondary success trajectories of students with disabilities, his publications have appeared in the *Journal of College Student Development*, *Journal of Diversity in Higher Education*, *Higher Education: Handbook of Theory and Research*, the *Journal of Student Affairs Research and Practice*, and *New Directions in Institutional Research*. In recognition of his scholarly achievements, Dr. Kimball has been named an ACPA Emerging Scholar by ACPA: College Educators International, a Family Research Scholar by the Center for Research on Families, and a Public Engagement Fellow by the University of Massachusetts Amherst.

As an Assistant Professor of Higher Education, Dr. Kimball teaches courses related to student development theory; student affairs practice; research design; and qualitative research methods. He also serves as the instructor for a first-year seminar course, FYS197 Disability in American Civic Life, that utilizes participatory action research methods to help undergraduate students produce new empirical information about how stigma related to disability shapes postsecondary learning environments. Prior to joining the faculty at the University of Massachusetts Amherst, Dr. Kimball worked as an administrator at Curry College, Maine College of Art, and PSL STRIVE / STRIVE U, where much of his work focused on supporting students with disabilities.

**Jake Lefker** is the Director of Community Engagement at North Shore Community Development Coalition (North Shore CDC). He holds a B.A. in Political Science and Hispanic Studies from Columbia University. Prior to his current role, he was the Community Engagement Coordinator at North Shore CDC. Jake is a former elementary school teacher and has extensive experience in civil law advocacy, program development, data analysis and translation/interpretation.

**Cynthia Lynch** has spent the last 23 years in higher education. Currently, she serves as the Founding Director of the Center for Civic Engagement at Salem State University. In this role she provides the strategic direction and management of all Center initiatives. Cynthia has experience developing programs that align civic engagement programming with the university's strategic plan; challenge and begin to address injustices facing our communities; connect students, faculty, staff, and alumni with the greater community; and increase voter engagement and civic participation. Cynthia has presented at numerous regional and national conferences about the intersection of civic engagement and student success. Prior to coming to Salem State, Cynthia was the Director of the Service-Learning Department at Middlesex Community College and spent eight years at Boston University supervising student teaching practicums. Cynthia holds a M.Ed. in Elementary Education from Boston University and a BS in Business from the University of Vermont.

**Sara Moore, Ph.D.**, is an Assistant Professor of Sociology, Faculty Fellow for the First Year Experience, and Faculty Advisor for the Florence Luscomb Women's Center. Her research and teaching interests include marriage, family, and intimate relationships; gender and sexuality; and health and well-being. With an interest in community-based participatory research, curricular civic engagement, and campus-community partnerships, Sara works closely with local organizations like Salem YMCA GreenSpace, Mass. in Motion Salem, the North Shore Community Development Coalition, and Salem Public Schools. Sara also serves on the City of Salem's Food Policy Council, Salem Public Schools' Gender Policy Council, and Our Salem, Our Kids Collaborative.

**Matthew Salomone, Ph.D.**, joined the faculty at Bridgewater State University (BSU) in 2009, where he is Chair of the Mathematics Department, and Faculty Director of Math Services learning assistance in the Academic Achievement Center. 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, 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.

**John Savage, Ph.D.**, has served as Professor of Chemistry at Middlesex Community College in Bedford, MA since 2003. As Chair of the college’s General Education Committee, he helped lead the effort to redesign the college’s General Education Curriculum with the infusion of Learning Outcomes and Assessment. Dr. Savage then helped transition the college’s assessment activities from an administrative process to a democratized faculty and staff led endeavor, and currently chairs the college governance Assessment Committee. Dr. Savage has also embraced technology and has developed novel online materials for the teaching of chemistry. John has a B.S. in Chemistry from Boston College and a Ph.D. in Physical Chemistry from the University of Massachusetts, Amherst. John currently lives with his family in Brighton, MA and continues to teach, play music, and enjoy life.

**Dan Serig, Ph.D.**, is Associate Vice President for Academic Affairs at Massachusetts College of Art and Design. Research interests include curriculum design, assessment, international education, metaphor, material culture, and artistic research. Since 2002, Serig has been part of dozens of arts programming evaluations throughout the nation. Published works are in several art and design education journals. He served as the Research Review section editor of *Teaching Artist Journal* for three years and is a current editorial board member of the new journal, *Visual Inquiry: Teaching and Learning in Art*. Serig presents nationally and internationally.

**Philip J. Sisson** is currently Provost and Vice President of Academic & Student Affairs at Middlesex Community College. He has more than 30 years of college administration service mostly within the New England community-college system. Previously, Provost Sisson served as Vice President of Academic and Student Affairs and Dean of the Division of Language and Literature, Mathematics, Natural Sciences and Life Fitness at Cape Cod Community College. At the Community College of Rhode Island, he held several positions including Dean of Arts and Sciences, Dean of Workforce Education, and Chief Academic Officer of the Liston Campus/ Providence. Provost Sisson received both his B.A. and M.A. from Rhode Island College with doctoral work at the University of Connecticut and UMass/Boston. Provost Sisson has consistently been an advocate for faculty-centered assessment work, and he has served on numerous statewide committees and task forces in both RI and Massachusetts to advance assessment efforts statewide.

**Tiger Swan** is the Coordinator for Library Reference and Instruction at Quinsigamond Community College (QCC), 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 at QCC, he worked at Florida A&M University for nearly five years and he was a member of the coordinating team for their Quality Enhancement Plan.



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Special Thanks to:

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Task Force on Statewide Assessment

AMCOA Team

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of the Massachusetts Public Higher Education System