

10th Annual
AMCOA
Conference



**Striving to Achieve Equity in
Assessment: The Work of
Improvement Continues to Evolve**

**Statewide Conference
on Assessment in
Higher Education**

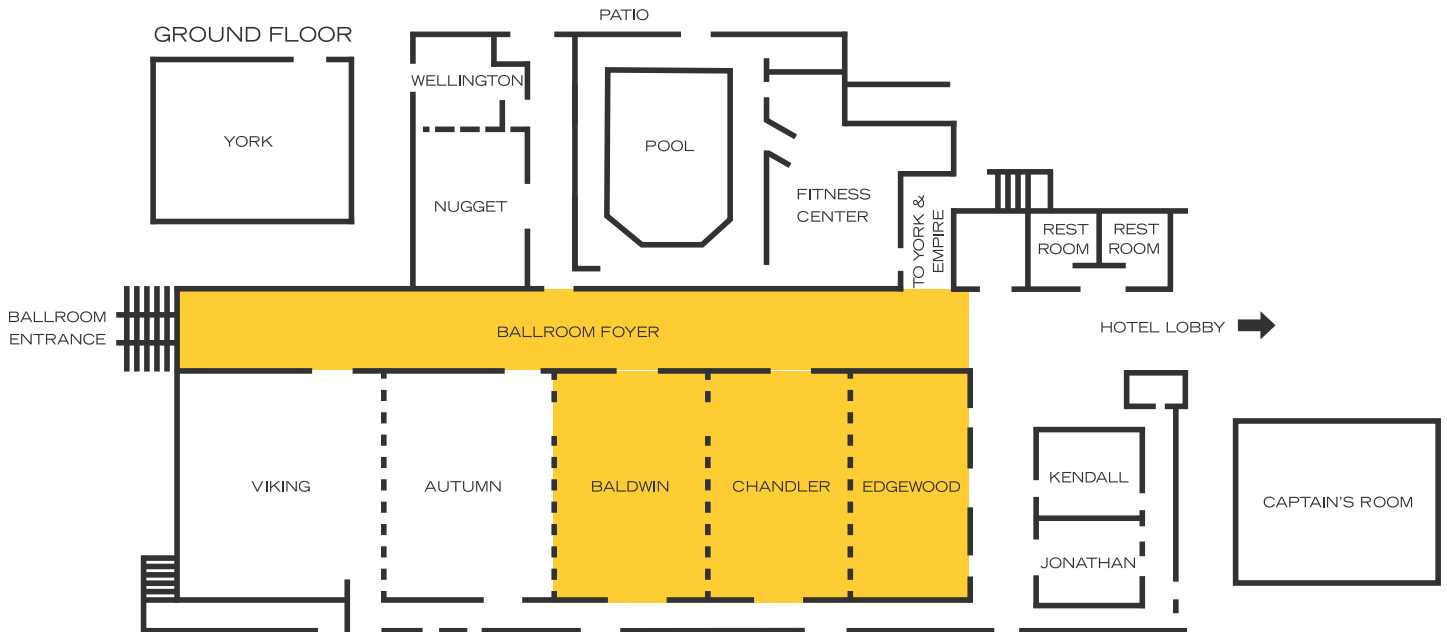
Friday, April 29, 2022
8 a.m. to 3:30 p.m.

Westborough Doubletree
by Hilton Boston
5400 Computer Drive,
Westborough, MA 01581

Morning Agenda

	Location ▼
8:00 a.m. Registration and Continental Breakfast	Ballroom Foyer
9:00 a.m. Welcoming Remarks <i>Robert J. Awkward, Ph.D., Assistant Commissioner for Academic Effectiveness</i> <i>Patricia A. Marshall, Ph.D., Deputy Commissioner for Academic Affairs & Student Success, Massachusetts Department of Higher Education</i>	Ballroom Foyer
9:15 a.m. Plenary Session Morning Plenary Session: Dr. Tia Brown McNair, Ed.D. American Association of Colleges & Universities <i>The Use of Assessment to Achieve More Equitable Outcomes</i> <i>Tia Brown McNair, Ed.D., Vice President for Diversity, Equity, & Student Success and Executive Director for TRHT Campus Centers, American Association of Colleges & Universities, Washington, DC.</i> <p>Higher education institutions use data in increasingly complex ways to inform institutional action and decision making. A range of analytical tools and techniques including performance indicators, data dashboards, and predictive analytics are deployed campus wide. The use of data enables institutions to assess how well they are fulfilling their missions including student learning outcomes, and to identify areas for institutional improvement. Indeed, it is crucial that institutions gather and analyze quantitative and qualitative outcomes. Equally important, is the process during which practitioners disaggregate, reflect on and make sense of data, which when used in equity-minded ways can help inform their actions. This keynote address will address the intersection of equity, quality and assessment and how we as practitioners can assist our institutions to improve student learning outcomes assessment through the use of equity-minded data and processes.</p>	Ballroom  Tia Brown McNair, Ed.D.
10:30 a.m. Transition Time	
10:45 a.m. Morning Breakout Sessions Applying the Equity Agenda to Assessment in Practice <i>The session you chose during pre-registration is listed on your name tag.</i>	
Session A. Faculty Involvement in General Education Assessment <i>Josephine Rodriguez, M.S., Director of Assessment and Lisa Hansen, Ph.D., Associate Director of Assessment and Professor of Mathematics & Computer Science, Western New England University</i> <p>One of the best ways to improve the culture of assessment on a campus is to get buy-in from the faculty. The big question is, though, “How do we get faculty involved and invested in the assessment process?” In this session, we will go over the steps taken at Western New England University to help faculty take ownership of the General Education assessment process, including efforts to rewrite learning outcomes, develop well-aligned assignments and rubrics, and increase participation in faculty assessment teams. We will focus on concrete ideas, as well as case studies and NSSE results that demonstrate improvement over time.</p>	Baldwin Room
Session B. Tools for Equity in Assessment <i>Cate Kaluzny, Ed.D., Director of Assessment; J. J. Sylvia IV, Ph.D., Assistant Professor of Communications Media; and Kisha G. Tracy, Ph.D., Associate Professor of English Studies and Chair of the General Education Program Area, Fitchburg State University.</i> <p>This workshop will present three tools for Equity in Assessment including Rubrics for Teaching and Learning, Universal Design for Learning, and Transparent Assignment Design. Presenters will share their knowledge and expertise of the tools as well as sharing resources. Each portion will have interactive exercises that provide hands-on learning for participants.</p>	Chandler Room

Map of Session Locations



Session C. Equity and Assessment from the Start: Putting Your Inclusive Syllabus to Work

Edgewood Room

Tattiya Maruco, M.A., Interim Dean, Teaching and Learning Innovation and Nell H. McCabe, M.A., Associate Professor of English, Liberal Arts Program Advisor, and Writing Center Coordinator, Berkshire Community College

The course syllabus is, for most students, the first piece of complex course content they are expected to comprehend. Yet, assessment is rarely associated with it. Traditionally, the first day of class has been seen as purely information dissemination. By approaching first day syllabus activities with equity and assessment mindsets, there's an opportunity to assess student comprehension, what information they value at the outset of the course, what they identify as our values, and a snapshot into the efficacy of the syllabus. We will showcase four interactive student activities (two synchronous, two asynchronous) from equity and assessment mindsets as a demonstration of the instructor's assessment style and approach to learning experiences.

12:00 p.m. **Transition Time**

12:15 p.m. **Lunch**

Ballroom

1:00 p.m. **Plenary Session**

Afternoon Plenary Session: Dr. Jennifer Hill, Ed.D., Duke University

Practical Frameworks & Techniques for Promoting Anti-Racism in Student Assessment

Jennifer Hill, Ed.D., Director of the Office of Assessment, Duke University, Durham, NC

Ballroom

The leadership of Duke University has embraced its responsibility to create and amplify community discussions about anti-racist educational practice. Acknowledging Dr. Ibram X. Kendi's remark that "people are searching for candid directions," this presentation explores practical frameworks and techniques for promoting anti-racism in the assessment of student learning. Established systems of evaluation, when used uncritically, can contribute to inequities of learning outcomes, especially among historically underrepresented communities of students. The presentation provides guidance for more inclusive, representative, and equitable models of assessment, including transferrable case studies.



Jennifer Hill, Ed.D.

1:45 p.m. **Transition Time**

2:00 p.m. **Afternoon Breakout Sessions | Peer-to-Peer Learning: Opportunities for Practical Applications**

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

The afternoon sessions provide the opportunity for colleagues within the same segment to discuss shared challenges and opportunities to develop, plan, and execute effective assessment using an equity-minded framework that engages faculty, administrators, and students in the curriculum and co-curriculum. These discussions will invite participants to share both their lived experiences and their takeaways from the morning and afternoon plenary sessions. Each session will be facilitated by an assessment leader from the same segment. Participants will leave with concrete, practical applications that can be enacted when you return to your institution.

Session A. Community Colleges

Baldwin Room

Danielle Licitra, Ph.D., Senior Special Coordinator for Institutional Assessment, Bristol Community College

Session B. State Universities

Chandler Room

Mark Nicholas, Ph.D., Assistant Vice President for Academic Affairs, Framingham State University

Session C. University of Massachusetts Campuses

Edgewood Room

Paula Haines, Senior Director of Assessment and Accreditation, Office of Academic Affairs, University of Massachusetts Lowell

3:00 p.m. **Transition Time**

3:15 p.m. **Closing Remarks**

Robert J. Awkward, Ph.D., Assistant Commissioner for Academic Effectiveness, Massachusetts Department of Higher Education

3:30 p.m. **Program Ends**

Presenter Bios

Paula Haines, M.Phil., Paula is the Senior Director of Assessment and Accreditation in the Office of Academic Affairs at the University of Massachusetts Lowell, where she provides strategic leadership in the measurement of student learning outcomes, and advocates for intentional, continuous improvement across the institution. A former faculty member in the English Department, she directed UMass Lowell's First Year Writing Program, where she learned the value of collaborative professional development for faculty and student success. She earned an M.Phil. in English and graduate certificate in Women's Studies from SUNY Stony Brook, and a B.A. in English from UMass Lowell.

Lisa Hansen, Ph.D., Lisa is Professor of Mathematics and Computer Science and the Associate Director of Assessment at Western New England University. She has a Ph.D. in Mathematics with emphasis in Graph Theory and Computer Science from Western Michigan 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 teaching courses that fall in the intersection of mathematics and computer science.

Jennifer Hill, Ed.D., Jennifer has worked in learning outcomes assessment for over 17 years. She currently serves as Director of the Office of Assessment at Duke University where her major responsibilities include strategic planning for general education, reaffirmation systems development, data resource planning and data services, technology infrastructure, and faculty assessment support. Her current projects include the migration of Duke's course evaluation platform, a broad redesign of College-level data queries and management, assessment support for assessments of student learning and wellness during pandemic disruptions to learning, the development of data dashboards to enhance coordination between departments and faculty governance bodies, creating best practices for authentic and inclusive assessment, and many others.

Jennifer teaches research methods in the Program in Education at Duke, supervises undergraduate honors theses, is an undergraduate pre-major advisor, and sits on dissertation committees in the College of Education at North Carolina State University. She is active with the Southern Association of Colleges and Schools Commission on College (Duke's regional accreditor) participating in reaffirmation off- and on-site visits and chairing the 2021 and 2022 SACSCOC Annual Meeting planning committees. She received her A.B. in History and Political Science from the University of Notre Dame, followed by an M.A. in Political Science (Duke University), as well as M.Ed. and Ed.D. degrees in Education (North Carolina State University).

Cate Kaluzny, Ed.D, Cate is the Director of Assessment at Fitchburg State University. She received her Ed.D. at University of Massachusetts-Boston in Higher Education Administration. She is a member of the University Assessment Research Committee and works to advance equitable assessment on campus. Prior to working in assessment she worked in service-learning and civic engagement for 13 years.

Danielle Licitra, Ph.D., Danielle has spent the last 20 plus years working for the Public Higher Education system in Massachusetts. The majority of her years have been spent in Student Affairs and included working on Co-curricular assessment initiatives. Her last seven years have also included teaching at Salem State University for the Graduate School of Education's Higher Education Student Affairs Master's program. Currently, she works for Bristol Community College as their Senior Special Coordinator for Institutional Effectiveness and Assessment initiatives. Her primary goal is to build competency frameworks and assessment practices for both Academic and Student Affairs.

Tattiya Maruco, M.A., Tattiya is dedicated to collaborating with faculty to provide high-quality evidence-based learning experiences that center student learning, especially in online and hybrid environments. Tattiya's background is in Social Psychology (B.A., San Francisco State University, and M.A., University of Wisconsin, Madison) and she has over 15 years of experience in project management and coordination in the education and research fields. Her prior position, Coordinator of Instructional Technology and Design, was new to Berkshire Community College (created in December 2019), and she is an adjunct faculty member in Psychology and Communications.

Nell McCabe, M.A., Nell teaches composition, literature, and creative writing at Berkshire Community College, where she is also Liberal Arts Program Advisor and the Coordinator of the Writing Center. An alum of BCC, she holds a master's degree in Creative Writing-Fiction from the University of Missouri-Columbia. In between working on her perpetually-in-progress novel, she channels her creative energy into finding innovative ways to engage and support her students as they strive to become stronger writers, thinkers, and citizens of the world.

Tia Brown McNair, Ed.D., Tia is the Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing, and Transformation (TRHT) Campus Centers at the American Association of Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact practices, and student success. McNair directs AAC&U's Summer Institutes on High-Impact Practices and Student Success, and TRHT Campus Centers and serves as the project director for several AAC&U initiatives. She is the lead author of *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (January 2020) and *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (July 2016). In March 2020, *Diverse: Issues in Higher Education* named McNair one of *thirty-five outstanding women* who have tackled some of higher education's toughest challenges and made a positive difference in their communities.

Mark Nicholas, Ph.D., Mark is Assistant Vice President for Academic Affairs at Framingham State University and Co-Editor of the *Journal for Assessment and Institutional Effectiveness*. Mark is primarily a scholar and has made contributions to conversations on critical thinking, course embedded assessments, academic program assessment and program review. He has chaired five national accreditation team visits and regularly serves as an external evaluator on grants, and general education program reviews.

Josephine Rodriguez, M.S., Josephine is the Director of Assessment in the Office of the Provost at Western New England University. She has been involved in institutional assessment and accreditation endeavors since 2008. 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. She has served as a peer evaluator on a NECHE site visit team, and recently co-chaired the NECHE self-study process at her institution. Josephine's academic background is in mathematics, and she continues to serve as a faculty member in the Math Department at Western New England University.

J. J. Sylvia IV, Ph.D., J. J. is an Assistant Professor of Communications Media at Fitchburg State University where he teaches courses such as communication law and ethics, data & analytics, and critical making. His research focuses on posthuman communication and analyzing the impact of big data, algorithms, and other new media on processes of subjectivation — how we are created as subjects. His recent work has been published in journals such as *Social Media + Society*, *Journal of Posthumanism*, and *Deleuze and Guattari Studies*.

Kisha G. Tracy, Ph.D., Kisha is an Associate Professor of English Studies specializing in early British and world literatures and the General Education Program Area Chair at Fitchburg State University. She received her Ph.D. in Medieval Studies from the University of Connecticut. Her first book was published by Palgrave in 2017 and is entitled *Memory and Confession in Middle English Literature*. Her other main research interests include medieval disability, particularly mental health, and the scholarship of teaching and learning.



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Special Thanks to:

Dr. Patricia A. Marshall, Deputy Commissioner for Academic Affairs &
Student Success

Dr. Lane Glenn, President, Northern Essex Community College
and Assessment Advisory Council Chair

Assessment Advisory Council

AMCOA Team

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