

## Session Topics for February 9th AMCOA Conference



### NECC ANNOUNCEMENT: AMCOA CONFERENCE-

#### Assessing Student Learning Outcomes Within and Across Disciplines

Thursday, February 9, 2012, UMass Lowell Inn & Conference Center

*Anyone interested in attending, please contact Ellen Wentland ([ewentland@necc.mass.edu](mailto:ewentland@necc.mass.edu)) or Suzanne Van Wert ([svanwert@necc.mass.edu](mailto:svanwert@necc.mass.edu)), NECC's AMCOA representatives.*

#### CONFERENCE DESCRIPTION

A collaborative conference held in historic Lowell, MA, the cradle of the Industrial Revolution in the United States

The purpose of the Advancing a Massachusetts Culture of Assessment (AMCOA) project is to engage Massachusetts public higher education institutions and the Department of Higher Education (DHE) in a series of collaborative activities designed to improve student learning by strengthening learning outcomes assessment throughout the Commonwealth.

The project is designed to allow the Commonwealth to move past tensions between campus-based assessment for improvement and state-system-based assessment for accountability by working collaboratively to create the optimal conditions for improvement in teaching and learning for students on all Massachusetts public campuses and working collaboratively on the Vision Project.

Along with providing individualized professional consultation for campus leaders, focused on assisting them to build assessment capacity, the AMCOA project fosters: (1) faculty engagement with assessment; (2) genuinely collaborative work among different constituencies within and across our public colleges and universities; and (3) learning from exemplary campus assessment programs. AMCOA will help to prepare the public system of higher education for a clearer focus on student learning and, among other things, to create the ability to compare the learning achievements of Massachusetts students with those of students in other states.

The third AMCOA conference brings faculty and staff together to share how student learning outcomes are assessed across the disciplines and how results are used at the department, program or Gen Ed/Core level to promote student learning and success. It will provide opportunities for collegial conversations about topics central to the Vision Project including current and potential Massachusetts LEAP initiatives.

This conference is presented by the Massachusetts Department of Higher Education and funded by a grant from The Davis Educational Foundation, established by Stanton and Elisabeth Davis after Mr. Davis's retirement as chairman of Shaw's Supermarkets, Inc.

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**CONFERENCE SCHEDULE**

For complete session descriptions, see <http://facstaff.necc.mass.edu/wp-content/uploads/2012/01/UML2.pdf>.

	Conf Rm A	Conf Rm B	Conf Rm C	Conf Rm D	Conf Rm E	Conf Rm F
<b>8:30</b>	<b>Registration</b>					
<b>9:00-9:50</b>	<b>Welcome and Introductions</b> Elise Martin and John Savage, Conference Co-Chairs Martin Meehan, Chancellor, University of Massachusetts Lowell Carole Cowan, President, Middlesex Community College Richard Freeland, Commissioner, Massachusetts Department of Higher Education					
<b>10:00-10:50</b>	<b>Poster Session</b> Assessing Student Learning Across Departments at Salem State University			<b>Poster Session</b> The Dental Hygiene Program Student Portfolio Project (MCC)		
	An Outcomes Driven Research Doctorate in Education: The UMass Lowell Leadership in Schooling Ed.D.(UML)	Writing Redesign 101: Assessment in Action (MCC)	Using Observational Methods to Assess Learning Outcomes in a Liberal Arts – Theater Program: Overcoming Assessment Challenges (NECC)	Assessing the Learning in Service Learning (MCC)	From the Ground Up: A Case Study of MassArt’s College-Wide Assessment Initiative (MCA)	The Use of Value Rubrics to Inform the Assessment Process and Close the Feedback Loop (UML)
<b>11:00-11:50</b>	Beyond Accreditation: Assessing Student Learning for Quality Improvement (MCC)	Quantitative Reasoning (QR) – is a “habit of mind,” competency, and comfort in working with numerical data (HCC)	Use of Coaching and Formative Assessment to Mentor Preservice Elementary Science Teachers (UML)	Transforming Gen Ed: Being More Intentional about Student Achievement of Institutional Student Learning Outcomes (MCC)	32 Years of Assessment at UMass Boston: History, Philosophy and Structure (UMB)	The Impact of Diversity on the Performance of a Learning and Integration-Oriented Group Work: An Exploratory Study of Market Analysis and Planning (UML)
<b>12:00-1:30</b>	<b>Lunch</b> Peggy Maki, Assessment Consultant for the AMCOA Project: Usable Results: How Can We Get Them? Pat Crosson, Senior Advisor for Academic Policy: LEAP Initiative					
<b>1:40-2:30</b>	Systematic Assessment of Curriculum Gaps to Improve Student Outcomes (UML)	Free-Range Assessment: Faculty-Driven General Education Outcomes in a Community College Setting (QCC)	Assessing 21st Century Skills (MBCC & MCC)	The Reverse Multiple-Choice Method (UML)	Establishing an Upper-Level Writing Assessment Program at Massachusetts Maritime Academy (MMA)	Using Program-Level Assessment to Make Curricular Changes in the Criminal Justice Department at MCC
<b>2:30-3:00</b>	<b>Conference Wrap-Up</b>					