Two- or four-year institution … doesn’t matter: Student success is student success
Introduction

• First-year freshmen and first-year transfer students
  – Achieve learning outcomes
  – *Deserve* a positive academic experience

• Partnership with MassBay Community College and Framingham State University
Goal

Identify ways to improve the academic experience and success of students who transfer from a community college to a four-year institution by using common assessment tools (i.e., AAC&U rubrics) and aligning objectives and outcomes.
Objectives

1. Continue to build upon assessment processes *already* in development at MassBay and FSU
2. Identify strengths and weaknesses in the General Education curriculum
3. Utilize demographic information for a seamless transition and identify indicators of student success
4. Explore technology as a cross-campus assessment platform
5. Influence and inspire changes to the curriculum
6. Create and continue a partnership between a two- and four-year institution
Objective 1: Continue assessment processes

- Focus on:
  - Written Communication
  - Quantitative Literacy
  - Critical Thinking
Objective 1: Continue assessment processes

• Both institutions
  – Fostering a culture of assessment
  – Faculty development in assessment
  – Convened “Assessment Advisory Group”
  – Reviewed AAC&U rubrics to adopt for assessment
  – Assessing General Education curriculum
  – Developing assessment plans for individual programs
  – Course mapping
Objective 2: Strengths/weaknesses in Gen Ed

The first assessment cycle will provide data to identify strengths and weaknesses in the General Education curriculum.
Objective 3: Indicators of student success

- Qualitative research in development at both institutions
- Identifying and establishing benchmarks that are measured and tracked using quantitative data
  - Allows for the examination of a broader array of student success measures
Objective 4: Assessment software

• Assessment Software Task Force
  – Preview of LiveText
  – Next step: Needs assessment at both institutions
  – Recommendations from the task force to be made by December, 2012
Objective 5: Inspire and influence improvement

Once the faculty have experienced the first assessment cycle, it will provide the opportunity to make data driven decisions that will improve teaching and learning.
Objective 6: Build and continue partnership

• Partnership for Assessment of Readiness for College and Careers (PARCC)
• Developing summer bridge program
• Improving academic experience of transfer students
  – Example: Orientation program designed especially for transfer students
• Potential collaboration in improving developmental courses in mathematics
## Estimated timeline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td><strong>Summer, 2012</strong></td>
<td>Written Communication, Critical Thinking, Quantitative Literacy rubric</td>
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<td>norming sessions by faculty with artifacts from both institutions</td>
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<td><strong>AY 2012-2013</strong></td>
<td>Collect artifacts</td>
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<td><strong>Winter Break</strong></td>
<td>Pilot test rubrics with artifacts collected in Fall, 2012</td>
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<td><strong>December, 2012</strong></td>
<td>Make assessment software recommendation</td>
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<td><strong>January, 2013</strong></td>
<td>Report initial findings and revise assessment tool if necessary</td>
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<tr>
<td><strong>Summer, 2013</strong></td>
<td>Assess artifacts, analyze, report results, make suggestions for improvement</td>
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Susan Chang  
Director of Assessment  
schang2@framingham.edu  
(508) 626-4670

Ellen Zimmerman  
Associate Vice President for Academic Affairs  
ezimmerman@framingham.edu  
(508) 626-4582

Yves Salomon-Fernandez  
Dean of Institutional Planning, Research and Assessment  
ysalomonfernandez@massbay.edu  
(781) 239-3159

Lori Weir  
Instructional Design Specialist  
lweir@massbay.edu  
(781) 239-3164