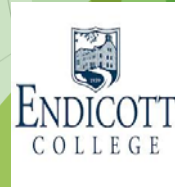


## Lessons Learned: Assessment Coach, Mentor, and Director

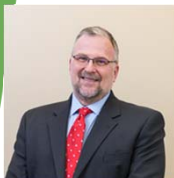
Dr. Paul J. Antonellis, Jr.  
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2021 Assessment Institute: Leading Improvements in Higher  
Education



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### Paul J. Antonellis, Jr., Ed.D.

- ❑ Doctor of Education, Master's Degree in Labor & Policy Studies;
- ❑ Director of Institutional Planning and Assessment (IPA) - Office of the Provost, Endicott College
- ❑ Affiliated Board Member - *New England Educational Assessment Network*
- ❑ Assistant Professor - Management Department, Girard School of Business, Merrimack College (7 years);
- ❑ Director of Business Programs - Granite State College (1 year);
- ❑ Taught more than 100 undergraduate and graduate courses over the past 15 years;
- ❑ Retired Fire Chief: 20 years in the fire/EMS field.

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Laura Douglass, Ph.D.

- ❑ Ph.D. Interdisciplinary Education
- ❑ Executive Director, Van Loan Division of Professional Studies, Endicott College
- ❑ Board Member - Journal of Adult and Continuing Education
- ❑ Assistant Professor

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## Learning Outcomes:

- 1) Discuss lessons learned on creating a program assessment environment that is based on coaching, mentoring and directing while respecting the shared governance process.
- 2) Discuss the strengths and weaknesses to building a shared governance assessment process.
- 3) Describe lessons learned with new Dean's, Department Chairs, and faculty as it pertains to program assessment

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## Endicott College - Quick Facts

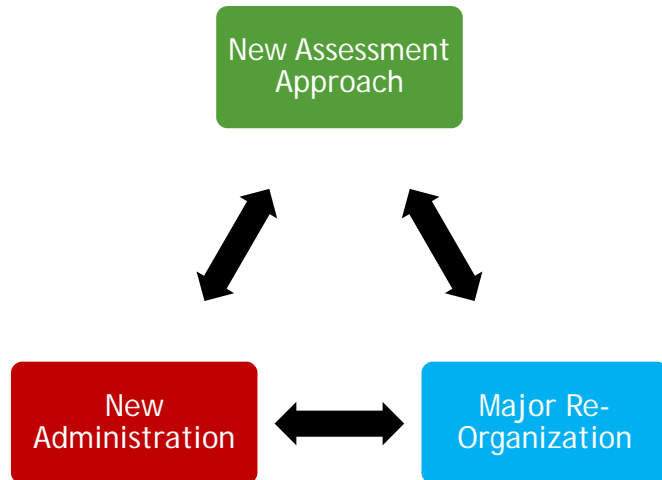
- ▶ **Academics:**
  - ▶ 42 undergraduate majors, 24 master's-level programs, three doctoral programs, and 18 graduate-level certificates
  - ▶ Four-Year Internship Program
- ▶ **Student & Faculty:**
  - ▶ 5,038 Total Enrollment
  - ▶ 112 Full-time Faculty
  - ▶ 478 Part-time Faculty
  - ▶ 16.5 Average Class Size
- ▶ **Main campus in Beverly, Mass.**
  - ▶ 235 acres, 57 buildings, 34 residence halls.
  - ▶ Academic site in Boston, MA
  - ▶ International sites: Czech Republic, Spain, and Switzerland
  - ▶ 18 instructional locations in New England



## *Van Loan Division of Professional Studies*

- ▶ Faculty & Staff
- ▶ Locations
- ▶ Programs

## The Challenge



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## New Assessment Approach

- New Annual Assessment Reports
- New Institutional Planning & Assessment (IPA)
- Institutional Assessment Committee
- External Program Review Evolution
- Culture Shift: Assessment for Improvement
- Assessment Resource Web Page
- Assessment Training



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## Major Re-Organization

- ▶ Graduate Programs
- ▶ Total of 7 Schools (*Each School has a new mission*)
- ▶ Primary Responsibility For The Content, Quality, And Effectiveness Of The Curriculum With Its Faculty

*New organizational structure has streamlined the integration and oversight of academics*

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## New Administration

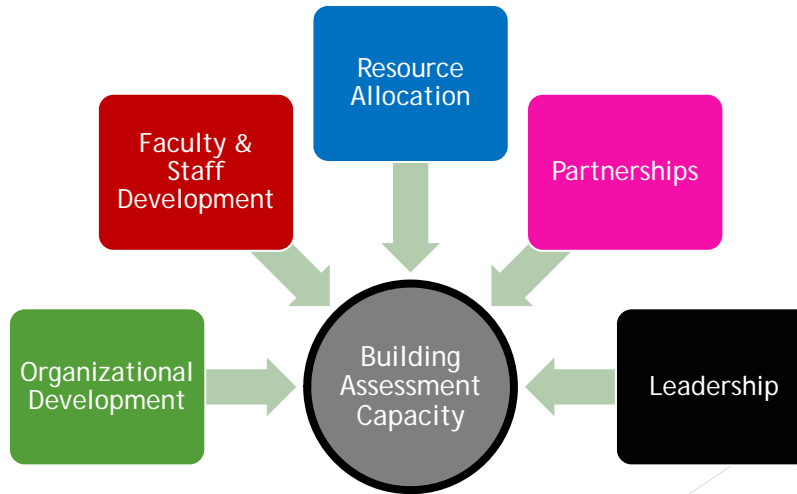
- ▶ New College President
- ▶ New Provost
- ▶ New Director of Institutional Planning and Assessment
- ▶ New Center for Teaching & Learning

*All from outside the college*

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## Capacity Building Framework

(Plested, Edwards, Jumper-Thurman, 2006)



## Coach, Mentor, Cheerleader...



## What makes it work...

Open, honest, and transparent process of assessment is the hallmark to creating a successfully collaborative partnership between faculty and administration (Banta & Palomba, 2014; Hundley & Kahn, 2019).

Without the commitment of faculty, the best assessment plans will fail.

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## What makes it work...

Collaboration and professional formation creates the environment to promote long term positive assessment practices.



## *Assessment Critic*

- ▶ The assessment critic plays a important role in the organization.
- ▶ Provides insight as to what did not work in prior years
- ▶ Communicate why the performance is lacking
- ▶ Try to channel criticism into positive outcomes
- ▶ Can continue to build a culture of excellence across the department/school.

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## *Assessment Coach*

(Inquiry, openness & Exploration)

Listen  
Carefully

Respond  
Thoughtfully

Resist  
Imposing Your  
Own Solution

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## *Program Review: Closing the Loop*

- ▶ Holding people and departments accountable
- ▶ Determining the effectiveness of the program (*Shared process*)
- ▶ Impact the organization has on the program (*support or detract*)
- ▶ What action is taken & when



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## *In closing...*

- ▶ Ultimate challenge is knowing how to act as a coach, cheerleader, director all at once. Learn to balance each of these roles.
- ▶ Be flexible & understand comfort levels
- ▶ Build on existing practices and resources

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## *In closing...*

- ▶ Keep track of small & large successes
- ▶ Build a assessment resource center for your institution
- ▶ Drive your institution towards success in improving student learning
  - ❑ *Build positive assessment relationships*
  - ❑ *Communicate effectively*
  - ❑ *Keep assessment leadership simple*

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## Contact Information

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