

ASSESSMENT FOR US

BUILDING PATHWAYS TO STUDENT SUCCESS

REGISTRATION

7:30-8:00 a.m. – APC Lobby

WELCOME AND BREAKFAST

8:00-8:45 a.m. – APC 110

MORNING SESSIONS

9:00-11:45am

Making a Difference: Assessment in Community Colleges – APC 110D

Presented by Dr. Natasha Jankowski – National Institute for Learning Outcomes Assessment (NILOA)

This workshop will present a lay of the land of assessment activities in community colleges, discussing the value and purpose for engaging with assessment. Participants will explore supporting and using assessment focused on students and their learning through institutional examples. Further, participants will examine what assessment might look like within their specific institutional or programmatic context and leave with action plans focused on how to do assessment that makes a difference for students and their learning.

9:00-9:45 a.m.

Using Data to Make Informed Decisions about Tutoring 17,403 Students – APC 160

Presented by Sandra Villanueva, GNA Garcia, and Jill Salas – Oakton Community College

The Oakton Community College Learning Center has provided tutoring to 17,403 unique clients over the past five years. We have employed quantitative and qualitative methods to collect usage, satisfaction, and impact data. We have used these data to engage in a cyclical model of praxis that entails theory, action, and reflection. Specifically, this model of praxis allows us to make informed decisions around tutoring offerings, modalities, hours, and space to promote student success. During this session, we will share how our assessment philosophy and praxis guide our decisions with respect to tutoring.

9:00-9:45 a.m.

Why Do Students Fail? Faculty's Perspective – APC 170

Presented by Abour H. Cherif, Ph.D. – DeVry University; Gerald E. Adams, Ph.D. – Columbia College Chicago; Farahnaz Movahedzadeh, Ph.D., and Margaret Martyn, Ph.D. – Harold Washington College

Motivation and study habits are mentioned most frequently by students as the root cause behind student failure at the college level. These two factors, as well as academic readiness and student attitudes are fundamentally under the control of the students. Motivation influences students' attitudes, study habits, academic readiness, etc. Through the college learning environment, learning materials, and instructional pedagogy, faculty, educators, and college administrators can help students succeed. In this presentation we describe a study we conducted with 190 faculty in which

we asked them to provide their own perspectives on why students fail college courses at the undergraduate level. We will share the results and discuss the implications of the findings for students, instructors, curriculum, and academic leaders. We propose that being aware of how both students and faculty perceive the causes of student failure in academic settings is a necessary step in clinically analyzing the complexity of the problem and in finding workable solutions that could productively lead to helping faculty to teach and students to learn and succeed.

9:00-9:45 a.m.

What Does “Faculty Driven” Assessment Look Like? – APC 180

Presented by Carrie Nepstad, Jennifer Asimow, Erica McCormack, and Cynthia Cerrentano – Harold Washington College

Harold Washington College has been successfully doing assessment for the past ten years. There is an assessment plan, and calendar. There are defined Student Learning Outcomes and fully developed assessment tools. Data are collected, analyzed and disseminated annually. On paper, it looks a like textbook example of a model assessment program, but what makes it faculty-driven and why is that a positive attribute? This presentation will explore the nature of assessment from the perspective of an Assessment Committee that meets weekly and produces a substantial amount of work each year. What is the motivating factor? What is the relationship between faculty and administration? How can a team get it done without burning out?

9:45-10:00 a.m.

BREAK

10:00-10:45 a.m.

Using Outcomes Assessment and Implementation Fidelity to Improve Retention Efforts – APC 160

Presented by Chris Barry and Marie Robert – Lincoln Land Community College

This session will include information on how outcomes assessment was used to develop measures of effectiveness for new student orientation and other retention and student success initiatives at Lincoln Land Community College. The outcomes assessment cycle, the process of program differentiation, using fidelity checklists and the use of continuous quality improvement techniques will be discussed. This session would benefit student affairs administrators and those charged with assessing non-academic programs.

10:00-10:45 a.m.

It's 10 O'clock – Do You Know Where Your Gen Eds Are? – APC 170

Presented by Lisa Wiehle – Elgin Community College

As a set, General Education outcomes reflect what an institution promises students will gain throughout their academic career. Program faculty may decide which are most relevant to their coursework, but aside from the course list on a catalog page outlining degree requirements, do you *really* know where to find them across the curriculum? After five years of curriculum mapping within Program Review, ECC is beginning to analyze the depth and breadth of coverage its eight general education outcomes have within current course offerings. Data is being used to launch alignment conversations within departments, and guide strategic measurement decisions for the Assessment Committee. Listen and learn more about where we're headed!

10:00-10:45 a.m.

Our Five Stages of Assessment: From Denial to Celebration through Faculty Development – APC 180*Presented by Nancy Prendergast and Ruth Williams – Oakton Community College*

Faculty and staff development is key to implementing and maintaining a successful assessment program at a college. Without faculty and staff buy-in, assessments can be superficial data collections. In order for our faculty to embrace the benefits and power of assessment initiatives, we had to first educate our colleagues about what assessment is and is not. In this session we trace the journey we traveled from denial to celebration through our faculty and staff development initiatives. We will share what worked, and more importantly, what we learned from our missteps.

10:45-11:00 a.m.

BREAK

11:00-11:45 a.m.

Building a Culture of Evidence in Student Affairs from the Ground Up – APC 160*Presented by GNA Garcia and Jesse Ivory – Oakton Community College*

In fall 2013, the Oakton Program for Assessment and Learning (OPAL) of Oakton Community College established a subcommittee charged with coaching and supporting staff in their efforts to assess student learning in co- and extra-curricular programs. Simultaneously, the Division of Student Affairs heightened its commitment to build and nurture an evidence-based culture of assessment. During the session we will provide “snapshots” and a flowchart of our process over the last 16 months—from our first meeting wherein we asked each other, “What is a co-curricular program?” to our most recent when we planned the College’s first Student Affairs Assessment Expo.

11:00-11:45 a.m.

Outcomes Assessment in Developmental Education: From Leadership to Implementation – APC 170*Presented by Dr. Medea Rambish, Jessica Menez, Thomas Pulver, and Teri Fuller – Waubonsee Community College*

This session will present the process of outcomes assessment in developmental Education courses at Waubonsee Community College. Presenters will share insights that were gained from this collaborative process and highlight leadership roles and responsibilities at all levels (Dean, faculty and staff). There will be an ongoing opportunity for questions, feedback and exchange of ideas.

11:00-11:45 a.m.

Part Deux: We Do What We Do, Having Learned What We’ve Learned – APC 180*Presented by Peter Alan Hussey and Steve Campbell – Lewis and Clark Community College*

Having spent the past year re-tooling our entire General Education Assessment process, we are proud to present “Part Deux.” Literally a follow-up to our 2014 presentation “Assessing to New Heights-If it ain’t broke...try and improve it anyway.” We will be sharing how our General Education Assessment Committee combined forces with our Institutional Research and Informational Technology teams to create an entirely new system for collecting and analyzing data at the institutional, program, course and student levels. Our full-time and adjunct faculty (liberal arts/sciences AND career/technical education programs) can now easily input learning outcome data for any of their courses/students, online!

LUNCH & KEYNOTE

11:45-1:00 p.m.

Keynote: Dr. Catherine Wehlburg – APC 110-ABC**Assessment as a Transformative Process: It Really Is For Us!**

"Why do we have to do assessment? Won't it just go away? What a waste of time assessment is – when can we go back to teaching? These are just some of the many questions that come up when discussing assessment, and they are very good questions. But assessment can be a useful tool – it can help with teaching and learning decisions, it can inform faculty and departments about what students know (and what they don't yet know). It is a valuable tool if we can use it right. Assessment really is for us – it is for faculty, for students, and for anyone who cares about student learning."

1:00-1:15 p.m.

BREAK**AFTERNOON SESSIONS**

1:15-3:00pm

Making a Difference: Assessment in Community Colleges – APC 110D

Presented by Dr. Natasha Jankowski – National Institution for Learning Outcomes Assessment (NILOA)

This workshop will present a lay of the land of assessment activities in community colleges, discussing the value and purpose for engaging with assessment. Participants will explore supporting and using assessment focused on students and their learning through institutional examples. Further, participants will examine what assessment might look like within their specific institutional or programmatic context and leave with action plans focused on how to do assessment that makes a difference for students and their learning.

1:15-2:00 p.m.

Academically At-Risk: Using Program Assessment to Improve Advising AND Connect with Students – APC 160

Presented by John Long and Natalie Leisering – Elgin Community College

Students in danger of academic suspension or dismissal present a unique challenge to advisors because highly involved, developmentally-based interventions are often required to address the issues that cause multiple terms of substandard academic performance. Developmental learning, however, is often not immediate and is difficult to track. To address these concerns, a pre-suspension advising protocol was developed that seeks to help academically at-risk students identify their goals, identify the obstacles they have encountered in pursuit of those goals, and develop pragmatic, workable solutions to those obstacles. The session will showcase this developmental advising protocol for at-risk students and demonstrate how data being collected to assess the efficacy of the program is providing a tool for connecting with students and tailoring outreach and resources to students based on their individual needs.

1:15-2:00 p.m.

Active Learning + Mastery Learning = Increased Success Rates – APC 170

Presented by Thuong Jongky – Heartland Community College

Participants will engage in clicker, concept mapping, and group work activities to determine how redesign of a biology course increased student success rates.

1:15-2:00 p.m.

Speak the Speech: Assessing and Improving Students' Non-Verbal Communication Skills – APC 180

Presented by Kathleen Carot, Jennifer Cumpston, and Sherrill Weaver – Oakton Community College

Join members of OPAL (Oakton Program for Assessment & Learning) for this fun and interactive workshop that closes the loop on assessing non-verbal communication! The OPAL General Education Team assessed non-verbal communication skills (clarity, voice inflection, eye contact, and body language) in non-Speech courses. Most of the 102 students assessed failed to perform at acceptable levels. To improve students' skills, OPAL members designed a workshop in which faculty engaged in "best practices" in developing students' non-verbal communication skills in a course. This workshop presents the assessment process, results, and, as time permits, a brief experience of the professional development workshop.

2:00-2:15 p.m.

BREAK

2:15-3:00 p.m.

Communication for All: Assessing a General Education Communication Learning Outcome – APC 160

Presented by Jason Evans, Kisha Wells, and Ed Schwarz – Prairie State College

Prairie State College's General Education Outcomes Committee is currently focusing on assessing and improving instruction in written and oral communication across the college. Presenters from Prairie State's Outcomes Committee will give an overview of their work on the written and oral communication general education outcome. Participants are welcome to bring copies of materials about written and oral communication from their own college, and all will join in a roundtable workshop to share and reflect on assessing communication as a general education learning outcome.

2:15-3:00 p.m.

A Grass-Roots Initiative: An Outcomes Assessment Strategic Plan for General Education – APC 170

Presented by Jennifer Medlen – South Suburban College

The plan was developed at an HLC Workshop, with great insights gleaned from facilitators, during the spring of 2014 by a team of one academic administrator and three faculty members. The team left with a set of tasks to complete in order to prepare for the institution of the plan in the fall of 2014. The presentation will detail the current plan and its facets: course mapping; segregation of data: developmental, general education, or college/career and the introduction, development, or mastery of content; the strategic plan map/timeline including when to assess, analyze, and institute changes; and explicit instructions for instructors

2:15-3:00 p.m.

Do College Students Give a Flip About Flipped Learning? Students' Perspectives – APC 180

Presented by Abour H. Cherif, Ph.D. – DeVry University; Gerald E. Adams, Ph.D. – Columbia College Chicago; Farahnaz Movahedzadeh, Ph.D., and Margaret Martyn, Ph.D. – Harold Washington College

Flipped learning started in 2004 when Jonathan Bergmann and Aaron Sams, who taught at a small rural high school in Colorado, began preparing their Chemistry classes together by flipping the focus of the learning environment from "teacher centered" to "learner centered." They accomplished this

by "flipping" the lecture or information part of the lesson onto the students, and freeing up the class period for deeper learning, clarification, and other learning methods, such as group teaching, inquiry, discussion and debate, critical thinking, and labs. The idea of flipped learning has spread rapidly in Grades 8-12. It has also become of interest to professors at the college level as well. The remaining question is what do college students think of inverting or flipping the classroom approach to teaching and learning? In this presentation, we describe a study we conducted with over 400 college students in which we asked them to provide their perspectives on flipped learning at the college level. The analysis of the study revealed surprising outcomes; we will share the results and discuss the implications of the findings for students, instructors, academic leaders as well as discuss the impact of this for curriculum development. The results might help professors and academic leaders in making decisions regarding how to develop, deliver, and manage curriculum at the college level.

3:00-3:15 p.m.

BREAK

3:15-4:00 p.m.

Counseling and Advising Program Assessment: An Overview of Program Effectiveness and Learning Outcomes – APC 160

Presented by Eric Dutt – Joliet Junior College

This presentation will provide a brief overview of program assessment as well as opportunities and challenges in assessing the counseling and advising services. In addition, it will examine the assessment methods used to measure the level and proficiency of student competencies and effectiveness of counseling and advising models.

3:15-4:00 p.m.

24/7 Real-Time Assessment: You Can Handle the Truth! – APC 170

Presented by Timothy O. Linehan – McHenry County College

Teaching excellence requires meeting students where they are. But with such diversity in the community college classroom—where differences of age, gender, race, and academic readiness influence students' experience—how can we really know what the learning experience is like from the students' perspective? Is effective learning taking place? Fortunately, contemporary technology offers tools for gleaning honest answers to these questions. Here we shall focus on Piazza, a free online Q&A platform that offers tiered levels of commenter visibility. In particular, we shall focus on how Piazza's features allow for 24/7, real-time, two-way teacher-student assessment.

3:15-4:00 p.m.

From Rubric to Checklist: Measuring Personal Responsibility – APC 180

Presented by Heather M. Snider and Brian Wagner – Rock Valley College

Rock Valley College includes Personal Responsibility as one of its Institutional Student Learning Outcomes (ISLO). At the 2014 Assessment Fair, we described the process by which this ISLO was developed and possible methods of assessment. Since then, we have attempted to measure Personal Responsibility with a rubric and decided to move towards a checklist. At this session, we will bring you up to date with our attempts to measure Personal Responsibility and our process for developing ISLO checklists.

CLOSING REMARKS

3:45-4:00 p.m.