

COMMUNITY COLLEGE ASSESSMENT FAIR



FEB 26, 2016 | HARPER COLLEGE

Session Abstracts as of January 29, 2016

Poster Session Starts at 8:00 and Presentations Start at 9:00

Assessing Assessment: Successes, Failures, and the Future

What's been called the "assessment movement" has been going for more than twenty-five years now. In the course of these two decades assessment awareness and approaches have grown substantially, but assessment has yet to make the kinds of differences in teaching and learning that its original proponents hoped. This highly interactive session is designed to help you take stock of assessment efforts on your own campus, identify obstacles, and, with the help of others, identify what might be improved.

Peter Ewell, National Center for Higher Education Management Systems

Format: Keynote

Academic Coaches Empowering Students

The Academic Coaches Empowering Student (ACES) program, provided by Access and Disability Services, assists students with their transition from high school to college and guides them to become independent learners who will take responsibility for their own learning. Each student who participated in the ACES program completed an ACES Effectiveness Instrument that was developed internally to measure the desired outcomes. The assessment results will be shared.

Pascula Herrera, Harper College

Format: Poster

Advancing Assessment: Facilitating Teacher Research as Professional Development

Many institutions have comprehensive assessment practices but are still working to develop and engage faculty in classroom research and assessment. During this session, Assessment Committee Faculty Co-Chairs will share their institution's new project, Assessment Academy Phase Two: Teacher Research. Presenters will discuss the rationale for the project and the initial gains experienced by faculty participants. The presenters will describe the theoretical as well as practical considerations for design and implementation. Participants will have the opportunity to review project materials and discuss feasibility of a similar project at home institutions.

Sarah Parlier and Adam Saatkamp, Illinois Central College

Format: Breakout

Assessing the Impact of Global Learning Outcomes at Harper College

It is commonplace to say that college students need to be educated for a global future. In 2006, the AAC&U identified global competencies and intercultural skills as essential components of a 21st century college education. And yet the nation's nearly 1200 community colleges have lagged behind 4-year institutions in acknowledging the importance of global education in their curricula, faculty development, learning outcomes, and mission statements. Our poster will present how the Office of International Education at Harper College has addressed this deficit by developing, adopting, and mapping five Global Learning Outcomes through an open, inclusive, and interdisciplinary process.

Richard F. Johnson, Nellie Khalil, Judy Kaplow, Kim Jaeger and Kathy Hanahan, Harper College

Format: Poster

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Concept Mapping for Enhancement of Learning and Retention

Concept maps are very effective tools for studying and learning material, and for helping students visually organize concepts, assumptions, theory, graphs and outcomes. This poster presents the results of implementation of concepts maps as learning tools in Economics 211, Microeconomics. Sections that used traditional teaching methods were compared with those where concepts maps were incorporated. Retention rates, withdrawal rates, failure rates, etc. were compared across sections. Evidence shows that 98% of students felt that concept maps helped them to prepare for standardized departmental exams.

Malathy Chandrasekar, Harper College

Format: Poster

Counseling and Advising Program Assessment: An Overview of Program Effectiveness

This presentation will provide a brief overview of program assessment as well as the opportunities and the 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.

Eric Dutt, Joliet Junior College

Format: Breakout

The Curious Case of Group Advising

This presentation will review the implementation of a group advising pilot model at Elgin Community College for New Student Orientation from April through August 2015. During this period, Elgin Community College welcomed 1,936 new students to campus. A series of quantitative and qualitative analyses were used to gain insight into the effectiveness of a group advising model. Results indicated that 1:1 time with an academic advisor is imperative to a new student's understanding and engaging in the beginning steps of academic planning, as well as making the most efficient use of facilities, staff, and time.

Natalie Leisering, Rodrigo Lopez and Tracy Vittone, Elgin Community College

Format: Breakout

Developing a Departmental Assessment Program to Measure Student Success

Accreditors expect institutions to assess programs and services, but when assessment efforts are initiated by faculty they provide benefits beyond fulfilling a requirement for reaffirmation. The development of an assessment program can build a sense of community among faculty and result in an improved learning environment for students. This talk will provide details regarding the Harper College Chemistry Department's assessment of both its lecture and laboratory instruction, from the initial planning process, to data collection and evaluation, to implications for future work.

Roger House and Julie Ellefson, Harper College

Format: Breakout

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Don't Get Blown Away by the Winds of Change: Building Organizational Structures that Support Strategic Goals

At Joliet Junior College, we have developed strategies for moving the college from compliance to a culture of performance improvement that meets compliance needs, but more importantly focuses on the value of internal performance assessment and improvement. Our work focused on creating an environment that engaged individual programs and units to take ownership and responsibility for not only their own success, but also college-wide success. Work originated around responding to the question: How do we structure decision-making so that it is data-driven and embed it into a sustainable model for planning and improvement at all levels of the institution?

Linda Smith, Karen Roberson and Dan Warning, Joliet Junior College

Format: Breakout

Establishing a Culture of Assessment in Student Affairs

Assessing services provided and evaluating student learning outcomes are vital to successful community college Student Affairs Divisions. Attendees will learn about the challenges and issues faced by Triton College when creating a Student Affairs assessment plan. This session will also provide tools to develop a student affairs assessment plan that aligns with the institutional and divisional strategic plans and the assessment plan of its academic counterparts. Connection with the institutional mission and the outcomes outlined in Learning Reconsidered will also be discussed. Participants will gain strategies and tools to begin the formation of a Student Affairs assessment plan at their home institutions.

Deborah Baness King, Amanda Turner, Corey Williams, Lauren Kosrow and Richard Williams, Triton College

Format: Breakout

Exploring Collaborative Assessment in a Health Science Program

McHenry County College Department of Nursing has developed a nursing lab portal, in the learning management system, to integrate communication between all nursing students and faculty. This portal enables faculty to collaborate on nursing lab expectations, clinical assessment and evaluation, providing a holistic approach to student success. The presenter will discuss the innovative utilization of a learning management system to explore student self-assessment and collaborative assessment among faculty.

Ann Stauche, McHenry County College

Format: Breakout

The First Year of First Year: Assessing a New Program to Promote Educational Pathways to Completion

Joliet Junior College, the nation's first public community college, continues to develop services that support student success. Building on an effective new student orientation program, JJC evaluated the needs of first year students who placed into developmental reading and writing courses, many of whom are first generation students, and implemented a First Year program to improve student success and retention. This session presents how the college defined the need for a first year program, how intentional outreach and advising efforts are assessed, and how that analysis will determine the future direction of JJC's first year student program initiatives.

Sarah Tillman Richardson, Robin Fitzgerald and Angie Kaysen Luzbetak, Joliet Junior College

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How We Killed Four Birds with One Assessment Project

Large-scale assessment projects suck up time and resources, so they really need to count. At College of Lake County, multiple stakeholders partnered to run a college-wide assessment of student writing and a faculty survey that taught us about the demands of writing at CLC and how students are meeting those demands. The project met the college's needs for accreditation and general education assessment, while strengthening a fledgling Writing Across the Curriculum program and enhancing faculty development, among many other benefits. Methods, tools, key findings, and recommendations will be shared. *No wildlife was harmed in the making of this presentation.

Nick Branson and Vasilka Maslanka, College of Lake County

Format: Breakout

The Journey to Creating a Culture of Assessment: The Olive-Harvey College Case

The Assessment Committee at Olive-Harvey College enhanced the effectiveness of the assessment process by implementing profound changes and new ideas that brought faculty, staff, and administration together for the common goal of enhancing student learning. Changes to the structure of committee meetings such as increasing the representation of departments in the committee, holding relevant workshops where faculty work together to create assessment tasks using checklists, holding weekly and monthly meetings among committee members and administration to determine the resources faculty need to close the loop led to more faculty interest and buy-in into the assessment process. Also, focus on assessment beyond the classroom to ensure indirect support to student learning was implemented via clearly written service area outcomes by non-instructional departments at the college.

Shadi Assaf and Susan Malekpour, Olive-Harvey College

Format: Breakout

Library Assessment: Impact of Information Literacy Instruction on Composition and Speech Courses

This presentation introduces an ongoing study evaluating how the College of DuPage Library's Information Literacy Instruction Program contributes to students meeting institutional General Education Information Literacy outcomes. Via a cross-sectional exploratory survey, faculty teaching English Composition II and Fundamentals of Speech Communications will provide subjective understanding of information literacy and fact-reporting on use of information literacy services provided by the library. Results will impact the direction of the library's information literacy instruction program and shape assessment of student learning.

Jennifer Kelley, College of DuPage

Format: Breakout

Manageable, Meaningful, and Sustainable Gen Ed Assessment

Join us to learn about our journey in developing a comprehensive, college-wide assessment of Parkland College's six general education objective categories. We will share our successes in making general education assessment manageable, sustainable, and meaningful to faculty and students. We'll discuss strengths and challenges of our experience in designing and implementing a six year plan, and ideas for closing the loop along the way. This session will also focus on our successes and challenges of engaging faculty in general education assessment, and the resources we have found helpful in developing and implementing this process.

Julie Weishar, Patricia VerStrat and Erika Hackman, Parkland College

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Mapping the Curriculum: Learning Outcomes and Related Assignments

As institutions strive to create seamless pathways for students focused around student learning outcomes and competences, many are turning to mapping their curriculum. This presentation will discuss how to engage in curriculum mapping, including strategies and institutional examples. In addition, the importance of mapping outcomes and competences to specific embedded assignments tailored to assess larger institutional competences will be explored.

Peter Ewell, National Center for Higher Education Management Systems

Format: Breakout

Mobilizing Cross-Curricular Connections : A Study of Written Communication

In Spring 2015, the Truman College Assessment Committee conducted a study to examine the writing abilities of credit students. Faculty, staff, and administration created a study that surveyed student writing from eleven academic disciplines, gathered feedback, and recommended next steps regarding general education outcomes. Our goal will be to provide an example of a college-wide study for participants, be they faculty or administrators, who are interested in methods of conducting broad, institutional assessment through interdisciplinary collaboration. This will be a springboard to an open session discussion on the experiences, practices, and challenges of these kinds of assessments at other institutions.

Diego Baez, Sarah Ladino, Derek Lazarski and Maureen Pylman, Harry S. Truman College

Format: Breakout

Outcomes Assessment Teamwork: The South Suburban College OA Strategic Plan

In the Spring of 2014, the South Suburban College Outcomes Assessment Strategic Plan was developed for inception in the Fall of 2014. After attending this assessment fair in 2015 and seeing Harold Washington College's team approach to assessment, South Suburban College developed a team to go forth with the plan. They now have four unit coordinators and a chair who also serves as a fifth unit coordinator. The poster will display the many achievements of the team including the outcomes assessment faculty handbook that includes every facet of the strategic plan.

Jennifer Medlen, Robert Calhoon and Natalie Page, South Suburban College

Format: Poster

Power to the People: A Grassroots Approach to Classroom Assessment

What if there were a way to get a raw, unfiltered snapshot of what the learning experience is like from our students' perspective? What if anonymous, spontaneous, real-time input from the bottom-up could drive changes from the top-down for more effective learning? Fortunately, both are possible. Through the power of contemporary technologies (that students love to use) and the freedom of controlled anonymity, new avenues for immediate, meaningful assessment have become available. In this session, we discuss case uses for employing these technologies as a creative source of classroom assessment and explore the upside of anonymity.

Timothy O. Linehan, McHenry County College

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Return of the 3-part Assessment Process: Triton College's New Hope

Triton College has celebrated great success with its streamlined assessment processes for the past three years. Our high participation rates resulted from the combined efforts of the Academic Assessment Committee and the College Curriculum Committee to align their processes, procedures and policies, making it easier for faculty to identify the connections between the assessment of student learning and the benefits of curricular revisions made both at the course and program level. Soon, with the implementation of Tk20, we hope to rule the assessment galaxy! Learn to use the force of collaboration and technology to achieve similar results you will!

Larry Manno and Mary Ann Tobin, Triton College

Format: Breakout

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Shadi Assaf and Susan Malekpour, Olive-Harvey College

Format: Breakout

Unit-Level Assessment: One College's Journey from Conception to Realization

Unit-level assessment at Harold Washington College is a relatively new and exciting process for focusing in on improving student learning at the ground level. We define a "unit" as any grouping of courses beyond a single classroom such as a degree, program, or series of courses. In other words, units can be as large as the full general education program, and as small as two sections of one course. This presentation will provide an overview of our methods, showcase several unit-level assessment projects, and provide a framework for implementation and replication. Attendees will take home a six-step process for assessing student learning as well as detailed information about each assessment project presented.

Jennifer G. Asimow, Carrie Nepstad, Erica McCormack and Fernando Miranda-Mendoza, Harold Washington College

Format: Breakout

Using Adaptive Learning Technology to Assess Metacognition in Students

One of the main challenges for our students is to develop the intellectual behavior essential to learning. We have incorporated LearnSmart[®], an adaptive learning technology as an assessment tool into our Microbiology courses to increase the probability that students who have not developed solid or well-structured study habits would learn and retain the content. We collected data from 590 students between 2010 and 2015 and show that the incorporation LearnSmart[®] improved their exam scores through the improvement of their metacognition. We plan to use these findings to design activities aimed to develop and improve students' metacognition.

Richard Chan and Gabriel Guzman, Triton College

Format: Breakout