

Schedule of Events

8:00-8:45 a.m.	Registration, Breakfast and Posters, Wojcik Center Dining Room				
8:45-9:00 a.m.	Opening Remarks, Wojcik Center Dining Room				
9:00-9:45 a.m.	Developing a Departmental Assessment Program to Measure Student Success W201 Track = BP	Advancing Assessment: Facilitating Teacher Research as Professional Development W218 Track = FD	The Curious Case of Group Advising W219 Track = SA	Manageable, Meaningful, and Sustainable Gen Ed Assessment W214-215 Track = GE	Return of the 3-part Assessment Process: Triton College's New Hope W216-217 Track = BP
9:45-10:00 a.m.	Break				
10:00-10:45 a.m.	Exploring Collaborative Assessment in a Health Science Program W201 Track = BP	Mobilizing Cross-Curricular Connections : A Study of Written Communication W218 Track = GE	Establishing a Culture of Assessment in Student Affairs W219 Track = SA	Don't Get Blown Away by the Winds of Change: Building Organizational Structures that Support Strategic Goals W214-215 Track = AC	Mapping the Curriculum: Locating Learning Outcomes and Building Related Assignments W216-217 Track = BP
10:45-11:00 a.m.	Break				
11:00-11:45a.m.	Speaking of Assessment Course Level Assessment in the Basic Speech Class W201 Track = BP	The Illinois Prior Learning Assessment Alliance: Building a Smooth Transition Pathway for Adult Learners W218 Track = FD	The First Year of First Year: Assessing a New Program to Promote Educational Pathways to Completion W219 Track = SA	How We Killed Four Birds with One Assessment Project W214-215 Track = BP, GE	Unit-Level Assessment: One College's Journey from Conception to Realization W216-217 Track = BP
11:45 a.m.- 1:30 p.m.	Keynote: Assessing Assessment: Successes, Failures, and the Future Pick up lunch in the Dining Room, and then proceed to the Amphitheater				
1:30-1:45 p.m.	Break				
1:45-2:30 p.m.		Library Assessment: Impact of Information Literacy Instruction on Composition and Speech Courses W218 Track = BP, GE	Using Adaptive Learning Technology to Assess Metacognition in Students W219 Track = BP	ROUNDTABLE: Dual Credit Assessment: Opportunities and Challenges W214-215 Track = AC, FD	Mapping the Curriculum: Locating Learning Outcomes and Building Related Assignments W216-217 Track = BP
2:30-2:45 p.m.	Break				
2:45-3:30 p.m.		The Journey to Creating a Culture of Assessment: The Olive-Harvey College Case W218 Track = BP	Counseling and Advising Program Assessment: An Overview of Program Effectiveness W219 Track = SA	ROUNDTABLE: Assessing and Enhancing Students' Research Skills W214-215 Track = GE	Power to the People: A Grassroots Approach to Classroom Assessment W216-217 Track = FD
3:30-3:45 p.m.	Raffle in the Amphitheater				

SA = Student Services and Administrative Assessment

AC = Assessment and Accreditation

BP = Assessment Best Practices

FD= Faculty Development in Assessment

GE = General Education Assessment

8:00 – 8:45 a.m. Posters

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.

Pascuala Herrera, Harper College

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

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

Evaluating Whether General Biology Knowledge Affects Student Performance in Human Anatomy and Microbiology Courses

Human Anatomy and Microbiology courses serve as foundational gateway courses for students who plan to enter into health career programs. High failure and withdraw rates in these courses is common at many two and four year colleges. In an effort to understand factors that affect student success in these courses at Harper College, the Biology Department has undertaken a project to determine whether performance on a faculty generated general biology assessment test and previous enrollment in a college-level general biology course are predictors of student performance in the gateway courses.

Nellie Khalil, Harper College

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

<p>W201</p> <p>Track = BP</p>	<p>Developing a Departmental Assessment Program to Measure Student Success</p> <p>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.</p> <p><i>Roger House and Julie Ellefson, Harper College</i></p>
<p>W218</p> <p>Track = FD</p>	<p>Advancing Assessment: Facilitating Teacher Research as Professional Development</p> <p>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.</p> <p><i>Sarah Parlier and Adam Saatkamp, Illinois Central College</i></p>
<p>W219</p> <p>Track = SA</p>	<p>The Curious Case of Group Advising</p> <p>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.</p> <p><i>Natalie Leisering, Rodrigo Lopez and Tracy Vittone, Elgin Community College</i></p>
<p>W214-215</p> <p>Track = GE</p>	<p>Manageable, Meaningful, and Sustainable Gen Ed Assessment</p> <p>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.</p> <p><i>Julie Weishar, Patricia VerStrat and Erika Hackman, Parkland College</i></p>
<p>W216-217</p> <p>Track = BP</p>	<p>Return of the 3-part Assessment Process: Triton College's New Hope</p> <p>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!</p> <p><i>Larry Manno and Mary Ann Tobin, Triton College</i></p>

<p>W201</p> <p>Track = BP</p>	<p>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. <i>Ann Stauche, McHenry County College</i></p>
<p>W218</p> <p>Track = GE</p>	<p>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. <i>Diego Baez, Sarah Ladino, Derek Lazarski and Maureen Pylman, Harry S. Truman College</i></p>
<p>W219</p> <p>Track = SA</p>	<p>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. <i>Deborah Baness King, Amanda Turner, Corey Williams, Lauren Kosrow and Richard Williams, Triton College</i></p>
<p>W214-W215</p> <p>Track = AC</p>	<p>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? <i>Linda Smith, Karen Roberson and Dan Warning, Joliet Junior College</i></p>
<p>W216-W217</p> <p>Track = BP</p>	<p>Mapping the Curriculum: Locating Learning Outcomes and Building Related Assignments The recent development of common student learning outcomes frameworks like the Lumina Degree Qualifications Profile (DQP) has prompted many colleges to map their curriculum in order to determine where particular student learning outcomes are taught, required, and tested. This breakout session addresses the basics of making such maps, which can then be used to determine the most fruitful locations for embedded assignments designed to assess them. The more difficult question is then to create well-structured assignments that generate student work that can be reliably scored. The session will cover this topic using illustrations drawn from the growing assignment library at the National Institute for Learning Outcomes Assessment (NILOA). NOTE: This session is also being offered at 1:45 p.m. <i>Peter Ewell, National Center for Higher Education Management Systems</i></p>

<p>W201</p> <p>Track = BP</p>	<p>Speaking of Assessment . . . Course Level Assessment in the Basic Speech Class</p> <p>For the past three years, our department has been assessing our course level outcomes in the basic speech class with an already embedded assignment. This presentation will focus on the creation of the project, the process, the design tweaks and results and impacts the assessment project has yielded. The assessment, like most, is still a work in progress, but with departmental buy-in and participation, we foresee a solid model for continued improvement.</p> <p><i>Margaret Bilos, Harper College</i></p>
<p>W218</p> <p>Track = FD</p>	<p>The Illinois Prior Learning Assessment Alliance: Building a Smooth Transition Pathway for Adult Learners</p> <p>The Illinois Prior Learning Assessment Alliance (IPLAA) consists of representatives from northern Illinois higher education institutions interested in opening educational pathways to adults. Many of these individuals gained knowledge and skills at the post-secondary level through non-collegiate pathways such as industry certifications and military training. Prior learning assessment (PLA) can be used to assign college credit for such learning. But how will such credits transfer across institutions? We will share IPLAA's research and facilitate a discussion to seek insights and feedback on how to develop policies and procedures that can help students transition smoothly between institutions. Note: IPLAA collaborating institutions include College of DuPage, Elgin Community College, Harper College, Kishwaukee College, Northern Illinois University and Sauk Valley Community College. The alliance is open to all interested regional partners.</p> <p><i>Meryl Sussman and John Cowan, Northern Illinois University and Illinois Prior Learning Assessment Alliance</i></p>
<p>W219</p> <p>Track = SA</p>	<p>The First Year of First Year: Assessing a New Program to Promote Educational Pathways to Completion</p> <p>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.</p> <p><i>Sasah Tillman Richardson, Robin Fitzgerald and Angie Kaysen Luzbetak, Joliet Junior College</i></p>
<p>W214-W215</p> <p>Track = BP, GE</p>	<p>How We Killed Four Birds with One Assessment Project</p> <p>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.</p> <p><i>Nick Branson and Vasilka Maslanka, College of Lake County</i></p>
<p>W216-W17</p> <p>Track = BP</p>	<p>Unit-Level Assessment: One College's Journey from Conception to Realization</p> <p>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.</p> <p><i>Jennifer G. Asimow, Carrie Nepstad, Erica McCormack and Fernando Miranda-Mendoza, Harold Washington College</i></p>

Keynote

Pick up lunch in the Dining Room, and then proceed to the Amphitheater. Keynote begins at noon

Assessing Assessment: Successes, Failures, and the Future

What has been called the “assessment movement” has been going on for thirty years now. In the course of these three decades awareness of assessment and assessment techniques has developed substantially. But assessment has yet to make the kinds of differences in teaching and learning that its original proponents hoped. This interactive keynote is designed to help you take stock of assessment efforts on your own campus, identify obstacles and, with the help of others, determine what might be improved.

Peter Ewell is President of the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. A member of the staff since 1981, Dr. Ewell’s work focuses on assessing institutional effectiveness and the outcomes of college, and involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the Lumina Foundation for Education, the Bill and Melinda Gates Foundation, the Ford Foundation, the Consortium for the Advancement of Private Higher Education, and the Pew Charitable Trusts. In addition, he has consulted with over 400 colleges and universities and twenty-four state systems of higher education on topics including assessment, program review, enrollment management, and student retention. He has also been actively involved in NCHEMS work on longitudinal student databases and other academic management information tools.

Dr. Ewell has authored eight books and numerous articles on the topic of improving undergraduate instruction through the assessment of student outcomes. Among his publications are *The Self-Regarding Institution: Information for Excellence* and *Assessing Educational Outcomes*, both of which have been widely cited in the development of campus-based assessment programs. In addition, he has prepared commissioned papers for many agencies, including the Study Group on the Conditions of Excellence in American Higher Education (authors of the report *Involvement in Learning*), the Education Commission of the States, the National Governors’ Association, the National Conference of State Legislators, and the National Center for Public Policy in Higher Education. Widely sought as a speaker on assessment, in 1985 he gave the keynote address for the first national conference on Assessment in American Higher Education, and has since spoken widely on this topic at both national and international conferences. In 1998 he led the design team for the National Survey of Student Engagement (NSSE).

A graduate of Haverford College, he received his Ph.D. in Political Science from Yale University in 1976 and was on the faculty of the University of Chicago.

In the keynote session, random winners will receive the book:
Using Evidence of Student Learning to Improve Higher Education
Co-authored by: Peter Ewell

<p>W218</p> <p>Track = BP, GE</p>	<p>Library Assessment: Impact of Information Literacy Instruction on Composition and Speech Courses</p> <p>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.</p> <p><i>Jennifer Kelley, College of DuPage</i></p>
<p>W219</p> <p>Track = BP</p>	<p>Using Adaptive Learning Technology to Assess Metacognition in Students</p> <p>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.</p> <p><i>Richard Chan and Gabriel Guzman, Triton College</i></p>
<p>W214-W215</p> <p>Track = AC, FD</p>	<p>Roundtable - Dual Credit Assessment: Opportunities and Challenges</p> <p>As community colleges increase their number of dual credit offerings, the issue of meaningful dual credit assessment becomes increasingly important. Join your colleagues in discussing a range of issues in dual credit assessment, including methods, communications and accreditation. The session will begin with an overview of dual credit assessment at Harper College before opening to an interactive discussion of dual credit assessment at community colleges across Illinois.</p> <p><i>Maria Moten, Patricia Bruner and Tara Mathien, Harper College</i></p>
<p>W216-W217</p> <p>Track = BP</p>	<p>Mapping the Curriculum: Locating Learning Outcomes and Building Related Assignments</p> <p>The recent development of common student learning outcomes frameworks like the Lumina Degree Qualifications Profile (DQP) has prompted many colleges to map their curriculum in order to determine where particular student learning outcomes are taught, required, and tested. This breakout session addresses the basics of making such maps, which can then be used to determine the most fruitful locations for embedded assignments designed to assess them. The more difficult question is then to create well-structured assignments that generate student work that can be reliably scored. The session will cover this topic using illustrations drawn from the growing assignment library at the National Institute for Learning Outcomes Assessment (NILOA).</p> <p>NOTE: This session is also being offered at 10:00 a.m.</p> <p><i>Peter Ewell, National Center for Higher Education Management Systems</i></p>

<p>W218</p> <p>Track = BP</p>	<p>The Journey to Creating a Culture of Assessment: The Olive-Harvey College Case</p> <p>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.</p> <p><i>Shadi Assaf and Susan Malekpour, Olive-Harvey College</i></p>
<p>W219</p> <p>Track = SA</p>	<p>Counseling and Advising Program Assessment: An Overview of Program Effectiveness</p> <p>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. It will also examine the assessment methods used to measure the effectiveness of counseling and advising models. Finally, it will discuss how the assessment data is used to improve, enhance and expand services, and revise goals (outcomes).</p> <p><i>Eric Dutt, Joliet Junior College</i></p>
<p>W214-W215</p> <p>Track = GE</p>	<p>Roundtable - Assessing and Enhancing Students' Research Skills</p> <p>Participants are invited to contribute to a roundtable discussion on assessing students' research skills in their courses. Topics for discussion will include research as a process and designing effective learning outcomes. Participants will be encouraged to create and implement practical strategies for assessment, aimed at students' success.</p> <p><i>Martinique Hallerduff and Sara Stigberg, Harper College</i></p>
<p>W216-W217</p> <p>Track = FD</p>	<p>Power to the People: A Grassroots Approach to Classroom Assessment</p> <p>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.</p> <p><i>Timothy O. Linehan, McHenry County College</i></p>