

Assessment Update

Spring 2007

Assessment Web page: 1-stop faculty resource

The new CAR and other important assessment documents are now available to faculty on the Assessment Web Page. From the LCCC Home page, click on the Faculty/Staff tab, then the Assessment link on the sidebar. Some information, such as internal reports, require faculty log-in for access. Among the information are links to the following:

* Higher Learning Commission Accreditation Handbook

--a chapter of the handbook explaining the role of AQIP in the accreditation process

* AQIP Performance Target Matrix

--guidelines for ongoing AQIP assessment projects across campus

* AQIP Action Updates

--LCCC's year-end reports to the Higher Learning Commission

* LCCC Assessment Studies and Reports

--several internal reports, including assessment across all sections of ENGL 162 and PSYH 151

* Program Assessment Record (PAR) –blank form

--for documenting assessment of student learning in program review

* Syllabus Statement on Assessment

--a model statement for faculty syllabi to inform students on assessment

* Rubrics for Assessment

--sample assessment tools

AQIP unveils new CAR feature



The Course Assessment Record now has an eighth column. The new column is marked in red with the heading, "Results of implementation of recommended improvement since these outcomes were previously assessed." It is not necessary to fill in column 8 this year, but faculty will be encouraged to use it beginning next academic year.

The purpose of the column is to "close the loop" of assessment at LCCC, documenting that we actually use assessment data to improve student learning in our courses. When the instructor is assessing the same learning outcomes that were assessed in a previous CAR, he/she will indicate in column eight whether or not learning has improved based on the earlier instructional recommendations in column 7.

The subheadings of column 8 suggest types of information that can be provided, including date the improvement was implemented, results, and whether or not the results were shared with other faculty members. The last suggestion is in place to help foster a collegial approach to assessment. However, faculty are not required to share their results.

Faculty are expected to complete at least one CAR per semester (fall and spring), assessing at least one outcome. All CAR information is then compiled by the Divisions on a Course Assessment Record Database (CARD). CARD data are evaluated by the Office of Institutional Effectiveness and reported to the Higher Learning Commission (our accrediting body) in the year-end AQIP report.

General Education under the lens

The new General Education program, presented to faculty this spring semester, will continue to be under review during summer and fall semesters of 2007. Over the summer, AQIP will consider revisions to the learning outcomes based on suggestions from faculty. The second LCCC General Education Conference, planned for an August flex day, will examine the newly-proposed Gen Ed program, and the new Gen Ed outcomes will be the main topic of discussion at the August meeting of the full Faculty Senate. The College will maintain the current General Education program through the 2007-08 academic year.

What's in a name?

Send a suggestion for a permanent name for this newsletter to Editor William Hughes at whughes@lorainccc.edu.

Best Practices – iPod Generation

LCCC's Mary Grady is leading an iPod revolution on campus. As Nursing Laboratory Coordinator, Grady realized that some students had difficulty learning in crowded lab practice sessions and that iPod technology could offer them a unique, supplementary method of instruction.

Working with Instructional Television, Grady filmed 30 short video clips (10 to 30 minutes each) demonstrating various clinical skills for many courses in the Nursing programs. iPods purchased through a technology grant to the College were loaned to ten students during fall semester, 2006. Having access to the video clips allowed the students to study and review the skills as needed. Theoretically, the audio/visual approach would appeal to another style of learning.



At the end of fall semester, Grady distributed a detailed questionnaire to Nursing students in order to assess their confidence levels in these skills. The results indicated higher levels of confidence and less nervousness among the iPod students than the general Nursing student population.

Grady is working to open video instruction to more students. This spring semester, the College made the clips available on its iTunes U website. The Nursing Lab has also started using iPod "boom-boxes," which make it possible for several students to view the clips together.

Assessing student performance as a result of iPod instruction involves a great deal of work and is "truly a journey," according to Grady. Although she is still tweaking assessment methods and studying the data, initial indicators are that students demonstrated a 70% pass rate on lab skill return competencies before the introduction of the iPod—and a 100% pass rate post-iPod.

Grady has published an account of her iPod innovation in a recent issue of *Nursing Education Perspectives*.

LCCC storms Windy City assessment conference

By Kimberly Greenfield and Janet Tarase

Imagine yourself in sub-zero temperatures, in a city you've never heard of (that may or may not be in the vicinity of Chicago), and in a hotel that thinks it's a cruise ship when it comes to food. This was the Higher Learning Commission's "Making a Difference in Student Learning: Assessment as a Core Strategy" conference held in Lisle, Illinois on February 7-9, 2007. As a team of nine delegates, including: Lisa Augustine, Hikmat Chedid, Kimberly Greenfield, Dorothy Johnson, Celestia Lau, Hope Moon, Kwaku Obosu-Mensah, Janet Tarase and Karen Wells, we found ourselves as the largest group there. LCCC took the conference by (winter) storm, pausing in our 8am to 9pm schedules only long enough to partake in breakfast, snack, lunch, snack, dinner, snack, and sleep.

Under the leadership of Dr. Karen Wells, and colleagues from 29 other community, tribal and four-year colleges and universities, we learned that LCCC is in the forefront of assessment. We learned that our mission statement really does align with our programs and outcomes, a statement that most other colleges struggled with. However, we also learned, especially from the tribal colleges, that we need to foster our

own culture of community by developing rituals that reflect our mission.

Even though the purpose of the conference was to assess student learning, our team spent more time evaluating our assessment methods and exploring the culture of learning and compliance on our campus. During this two and a half day think tank / food bank, we thought about our strengths and weaknesses and brainstormed strategies (including a 2am epiphany from Dorothy!) to create better communication, to share data and knowledge, and to build intra-departmental collaborations. In this process of uncovering the unique nature of how assessment works in other divisions and campus-wide we focused on several topics. Some of these topics included: creating mentoring systems designed to remove the mystique of the CAR and PAR; replacing institutional language with student learning language; how technology can help us in the assessment process; and how to close the loop so that documentation has a goal and a purpose that is obvious and accessible to continuously improve our programs.

Five pounds later... we can confidently say that despite our vastly different disciplines and experiences, ALL of US, including YOU, really can work as a team to make a difference in student learning.