Assessment of Assessment Luncheon: April 30, 2010

On Friday, April 30, faculty, staff and administrators gathered at the Meramec Campus to “share the news” of success. Following introductory remarks on the persistent success of STLCC’s assessment by Vice Chancellor Donna Dare, John Cosgrove provided an “Assessment Overview: KPI Update, Values, and What Matters In Assessment.”

As Cosgrove said, STLCC Mission-Based assessment is based on the following values:

- Assessment Must Be More Than Keeping Score.
- Assessment Efforts Are Grounded In Faculty and Staff-Based Inquiry.
- Assessment Must Stress Thoughtful Interpretation of Data/Information By Faculty, Staff, Students & Administrators.
- Assessment Must Stress Inquiry and Action.
- Assessment Must Recognize and Embrace The Organizational Culture, Including Campus-Based Climates.
- Assessment Must Be Mission-Driven and Integrated With Strategic Planning and Resource Allocation.

And the evidence suggests that these core values have enabled STLCC Assessment to evolve and grow.
The next portion of the program, orchestrated by Vice Presidents Agrawal, Russell, and Vaughn along with Acting President Wasson, focused on this year’s campus-based assessment efforts. The campus-based assessment projects described throughout this afternoon are concrete proof of the evolution and growth of STLCC Assessment. The breadth and depth of these projects certify that assessment is “grounded in faculty and staff-driven inquiry,” requires thoughtful interpretation, and stresses action. Finally, the body of work presented indicates that assessment has embraced the organizational culture, integrating district and campus-based climates.

Finally, participants did an assessment activity that targeted campus-based assessment. Groups were asked to discuss and answer the following question: “What is needed to ensure the long-term sustainability of STLCC’s campus-based assessment processes?” Each group reported, after which individuals submitted their “solo” answers on index cards. These responses will be used to guide and perhaps revise STLCC’s ongoing assessment efforts.

“We hold these truths to be self-evident …”

- The college’s assessment culture has developed and evolved over the past five years.
- Campus-based, faculty and staff-driven assessment efforts are on the rise.
- We have moved from simply valuing data collection to an increase in thoughtful interpretation of assessment data/information.
- Evidence of the use of assessment results to improve teaching, student learning outcomes, and student support services is growing.

Summaries of both mission-based and campus-based projects will be posted on the Institutional Research, Planning & Assessment Toolbox (http://collegeweb.stlcc.edu/assessment/) and will be included in the annual STLCC Assessment report.

**Assessment Showcases**

Throughout April, each of the STLCC campuses hosted assessment showcases at which division and department assessment projects were shared. These projects, ranging from surveys of student satisfaction to analysis of departmental exams, from reviews of accreditation requirements to research on student learning outcomes. The progress in
both the sophistication and variety of assessment looks was obvious and impressive. Clearly, STLCC Assessment has earned its reputation as a model of assessment “best practice.”

For more information on the campus-based, division and department assessments, refer to the Institutional Research, Planning & Assessment Toolbox (http://collegeweb.stlcc.edu/assessment/)

**Developmental Education Council**

The District-wide Developmental Education Council met on April 20 at the Meramec Campus. The updates and issues addressed at this meeting were wide-ranging, but two pieces of business in particular underlined the need for and value of assessment to the council.

The first consisted of a synopsis of research conducted by Dr. Juliet Scherer for her dissertation. Dr. Scherer’s work focused on “Developmental Reading Course Repeaters With Significant Cognitive Disabilities At The Community College: Evaluating Enrollment Motivations And Goals” (2010). Based on her research, which consisted of a number of assessment-type explorations, Dr. Scherer has devised a curricular option to meet the needs of students who persistently enroll and re-enroll in developmental courses.

Another significant activity on the agenda was the “breakout sessions for Math, English, Reading, and other groups.” In these groups, participants discussed “what’s next, what’s needed” to advance developmental education in these fundamental academic areas. Reports from each of the groups concluded the meeting.

It came as no surprise to the Vice Chancellor Donna Dare or the participants that the meeting ran beyond its allotted time. A number of people talked and worked until 6:00 and even later, testimony to their commitment and the value of this work to all concerned.

*Announcing …*

**NASPA Assessment & Retention Conference**  
(National Association of Student Affairs Administrators in Higher Education)  
Baltimore, Maryland  
June 10 - 12, 2010  
http://www.naspa.org/programs/arc/default.cfm

The NASPA Assessment & Retention Conference has been designed to address emerging issues in assessment and retention, as well as to provide a forum for experienced assessment professionals to advance their skills by discussing assessment with practitioners and policy-makers.
STLCC Assessment Council
Meeting Dates & Locations
2009 - 2010

<table>
<thead>
<tr>
<th>Date / Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri, May 7</td>
<td>Forest Park</td>
</tr>
<tr>
<td>2:30 – 4</td>
<td>L 007</td>
</tr>
</tbody>
</table>

Important STLCC Assessment Links
- Institutional Research, Planning & Assessment Toolbox  http://collegeweb.stlcc.edu/assessment/
- Assessment Resources  http://www.stlcc.edu/Faculty_and_Staff_Resources/Assessment/Assessment_Resources.html
- Assessment Public Site  http://www.stlcc.edu/Faculty_and_Staff_Resources/Assessment/