Transition to AQIP Proposed

Acting upon the recommendation of Professor Timothy Roach (English, Wildwood) and the Assessment Council, Acting Vice-Chancellor for Education Donna Dare has proposed that the college apply to join HLC’s Academic Quality Improvement Program (AQIP). In a letter (co-authored by John Cosgrove) to the Leadership Team, Dr. Dare points to a number of advantageous trends that would encourage such a move:

By carefully linking our HLC self-study, mission-based assessment, and strategic planning processes, the College has created an organizational culture which values continuous improvement. Now, as we move forward from our successful HLC self-study, it is important to capitalize on opportunities for continuous improvement. Faculty and staff involved in these processes, continue to stress not only what works well at St. Louis Community College, but also what we can do to improve student learning outcomes and increase our impact on the St. Louis metropolitan area. It is interesting to note that this emerging culture shift has been imbued with many of the values associated with HLC’s AQIP model, albeit without the support of the process itself and the people who make AQIP work.

Many on the Assessment Council have long felt that the project-oriented emphasis of AQIP would fit well with the college’s Mission-Based Assessment model, an approach that endorses research projects that address the college’s critical questions. In addition, in conversations with key people at HLC, Dr. Dare was advised to consider the move “sooner rather than later.” Consequently, on November 25, 2008, Dr. Dare asked that “conversations about future accreditation planning involving a possible application to join AQIP be initiated as soon as possible.”

Workshop Announcement: Best Practices in Developmental Education

Many directly involved in delivering developmental education at the college have been conducting a self-study as is required by the National Association of Developmental Educators (NADE) for its certification. While NADE certification may not be the ultimate goal of each group at the college so involved, the intended result of the process – more precise knowledge of where we are with respect to developmental education – certainly is. And that is what makes a forthcoming opportunity even more inviting.

Dr. Debra Bragg, nationally renowned community college researcher and professor of higher education at University of Illinois, will present lessons learned from two major initiatives to prepare low-skilled adults to transition from developmental education or adult basic education to college-level course work. Dr. Bragg will describe and discuss innovative and effective models for bridging students into college coursework by
contextualizing and accelerating basic skills instruction in math, reading and writing. Strategies to integrate college preparation and career preparation will also be discussed. A question and answer session will follow the presentation.

Day/Date: Tuesday, February 10.
Time: 3-5 p.m.
Location: Florissant Valley, Multipurpose Room

Please contact Sue Moore (smoore@stlcc.edu or ext. 5288) by Thursday, February 5 if you plan to attend this workshop.

COL020 Assessment Update

At the January Assessment Council meeting, Lillian Seese, Professor of Mathematics and District Coordinator for COL:020 (College Orientation and Study Skills), described the considerable efforts of the COL 020 team to determine the extent of the benefits of this course for our students. And as anyone who has worked with Lillian can attest, the math jokes cease when the critical data kicks in.

Professor Seese provided the Council with a number of scans of this course, 22 tables in all. Each probed for and portrayed the course’s value to students who took this course differently -- GPA, Credit Hours Completed, Retention -- the tenets of student success. What this all means is still subject to interpretation, but one thing is certain: the COL 020 coordinators and teachers will base their decisions to improve this course upon the considerable data they have sought and found.

For more information, contact Lillian Seese at lseese@stlcc.edu.

Summary Notes Assessment Council: January 23, 2009

Attendance: The following members were in attendance: Beth Anderhub, Larry McDoniel, Tim Roach, Sue Saum, Rich Unger, Greg Works, Ed Fliss, Laura Sterman, Kelli Burns, Darlaine Gardetto, Julie Graul, Donna Werner, Vernon Kays, Bruce Vogelgesang, Linda Nissenbaum, Steve Long, and John Cosgrove—Lillian Seese attending as a guest presenter.

Update on 2009 Mission-Based Assessment Projects

Cosgrove provided a brief update for each mission area. Highlights included the following: data collection regarding the General Education assessment effort is underway; new transfer follow-up information has been provided from DHE and UMSL; data collection and sharing related to NADE and Developmental Education is underway and a best practices session in Developmental Education has been scheduled for February 10th; and CCSSE data collection will occur the week after spring break.

Update on Strategic Planning Key Performance Indicators

Cosgrove reported that with the completion of the fall 2008 term we are now in a position to update the 3-year baseline data for the College’s KPIs. Information regarding such updates will be shared in the next several weeks.
COL020 Assessment Project, Lillian Seese

Lillian Seese gave an excellent presentation regarding the information they have discovered regarding the assessment and impact of COL020. Many of the results speak directly to the importance of early intervention for students and the value of College efforts to engage our students in purposeful educational activities. Additional information related to this presentation can be found on the Assessment Portal and in the January issue of Assessment Notes.

Communication and RSS Initiative, Kelli Burns

Kelli Burns provided information related a new IRP communication initiative. Using an RSS feed, IRP is developing increased efforts to “walk by your office electronically” and increase the sharing and discussion of assessment information. All members of the Assessment Council are being asked to participate in the RSS initiative and provide feedback related to this effort.

ACT Graduate CAAP Reading Content Analysis: 2005 to 2008 Trend Analysis, Greg Works

Greg recently completed an analysis of STLCC graduate performance on the ACT CAAP Reading examination. As a part of this project, Greg examined ACT Content Analysis of the reading scores. A comparison of 2005 and 2008 results reveal an increase in our graduates’ “Referring Skills”, but a decrease in our graduates “Reasoning Skills”. Additional information related to this assessment effort can be found on the Assessment Portal.

Update on Campus Assessment Fridays

Cosgrove will work with the Vice-Presidents of Academic Affairs at each campus to schedule a set of campus, Assessment Fridays. A campus, Assessment Friday is an opportunity for the campus to showcase selected division assessment efforts. Cosgrove will update the group once the dates are set.

Update on AQIP Process

On Monday, January 26 Vice-Chancellor Dare will discuss the College’s desire to learn more about moving to HLC’s AQIP process with an HLC representative. Additional information regarding this topic can be found in the January issue of Assessment Notes.

Next Meeting of Assessment Council

The next meeting of the Assessment Council is set for Friday, February 20th from 2:30 to 4:00 on the Forest Park campus in the Highlander Lounge.

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28th Annual Conference on First Year Experience
Orlando FL February 6 - 10, 2009

"The First-Year Experience® Conferences are meetings where educators and students from two- and four-year institutions come together to openly share ideas, concepts, resources, assessment tools, programmatic interventions, and research results focused on the first college year. With this rich diversity of perspectives in mind, the conferences are designed to be both personally enjoyable and professionally enriching. An intentionally open and welcoming conference culture provides opportunities for intensive learning and relaxed interactions with fellow delegates."

AAC&U General Education, Assessment, and the Learning Students Need
Baltimore MD February 26 - 28, 2009

"This conference will help campuses align General Education vision and action, including action to assess and strengthen students’ cumulative learning. The four conference tracks are organized around one or more “big questions” related to philosophical and practical challenges facing campuses today and an expectation of evidence—the ability to show “what’s working” and why."

2009 NC State Undergraduate Assessment Symposium
Cary, NC April 24-April 26, 2009

The mission of the Symposium is to provide a forum for higher education professionals to exchange ideas, discover new practices and form partnerships to enhance the full undergraduate educational experience through assessment. The Symposium is designed to address both practical concerns and larger policy issues by providing attendees with ideas and tools that can be immediately shared and implemented at their home institutions, which range from community colleges to large research universities.

International Assessment & Retention Conference
New Orleans, Louisiana June 10 - 13, 2009

The International Assessment and Retention Conference is intended to be a "big tent" conference. Like the annual conferences once run by the American Association for Higher Education, this conference deals with topics of both policy and practice, and it is aimed at higher education professionals interested in and committed to the improvement of student learning. Thus it is designed, as the AAHE conferences were, to create conversations relevant to and benefiting professionals in Academic Affairs, Student Affairs, and Institutional Research.

The International Association for Educational Assessment - 2009 Conference
Brisbane, Australia September 13-18, 2009

The International Association for Educational Assessment offers a global forum for all those involved in all forms of educational assessment – in primary or secondary schools, colleges or the workplace. Its members include examining bodies, university departments, research organizations and government agencies from more than 50 countries on all continents.

Important STLCC Assessment Links
- 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/